



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

GENDER EQUALITY REPORT | 2018



Università degli Studi di Bologna
FACOLTÀ DI ECONOMIA



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FOREWORD



I would like to start this presentation by expressing heartfelt thanks to the Guarantee Committee for equal opportunities, employee wellbeing and non-discrimination at work, which has prepared the fourth edition of our University's Gender Annual Equality Report. My thanks to the Chair, Prof. Benedetta Siboni, also extend to all members of the committee, as well as to the Report's operational committee, which works with commendable commitment and passion for the benefit of our entire community to ensure that, each year, this document becomes ever more complete and incisive. The decision to prepare an annual Gender Equality Report as part of the performance cycle has two effects: on the one hand, to identify the impact of the work performed and, on the other, to monitor the gender inequalities that persist internally. The latter reflect a global reality that, while still unfair, sometimes changes much faster than we can manage. A year may seem too short for significant improvements to emerge but, against this, the rapid data stream confirms the need to focus sharply at all times on the forms of vertical and horizontal segregation that remain unresolved. Introduced last year, the UGI (University Gender Inequality Index) is included in this Gender Equality Annual Report in order to estimate, as a single value, the University gender gap with respect to theoretical perfect parity. With respect to 2017, the UGI reported in this edition identifies that the situation actually deteriorated in 2018, albeit slightly. Analysing the detailed data, as the Report does with great clarity, we note that this change was due not only to general inertia within the system, but also to the gender balance on the Student Council: in particular, a number of elected members completed their University careers during 2018 and were replaced in elections that raised the number of men to 30. Therefore, the Student Council now only has 9 female members. We have already had an opportunity to discuss this outcome with the Council. It seems to me, from a certain standpoint, that the lack of balance within such an important body reflects a somewhat common attitude among the new generations, who tend to disregard the problem of gender inequality on the presumed basis that it has already been resolved.

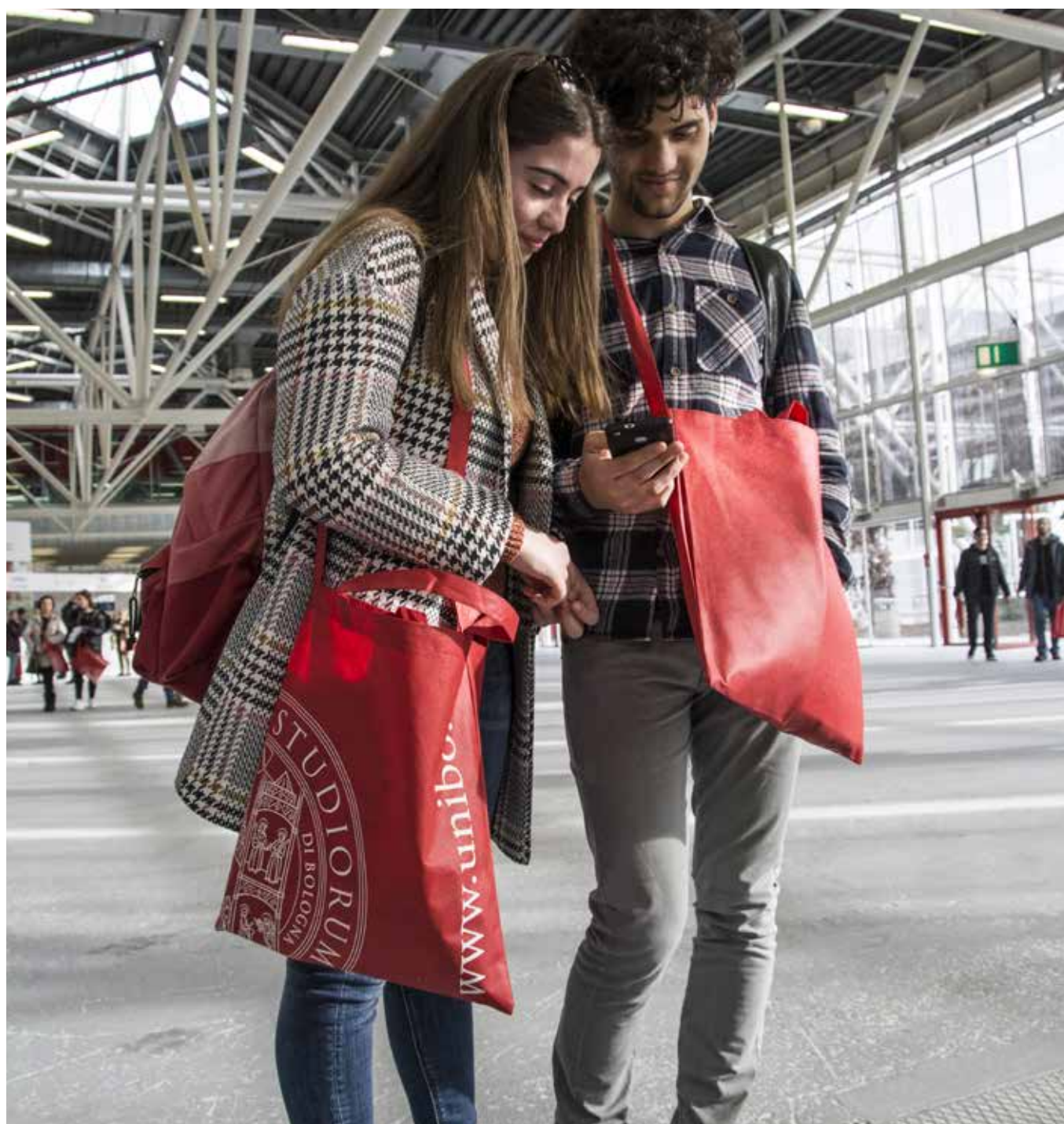
The young people active in society today, or at least those most involved in international mobility, are much more engaged by the concept of intersectionality and how discrimination in terms of gender, ability, ethnicity, culture, language and age is interrelated. We should view this development with optimism and hope, in the knowledge that we can only truly build a more equal world by addressing all forms of otherness. Nevertheless, we still need to keep a close eye on this Report, which mirrors issues and trends found externally that reinforce serious discrimination in the workplace: at higher echelons in the industrialised countries and among the most disadvantaged in emerging countries. Without wishing to shatter the illusions of those young persons who believe that the battles of their mothers and grandmothers were sufficient to assure them of a better world, we must still strive, even more pro-actively and fervently, to reduce inequality and encourage the younger generations to follow a different path, not least in cultural terms.

In order to achieve true equality, further efforts must be made by the decision-making bodies of the University, by those most closely involved in recruitment, by those active in the STEM area, where the general lack of female representation is almost alarming, and by those operating in the Humanities, Social Sciences and preparations for the "caring" professions where, by contrast, men are under-represented: the data revealed in the Report exposes the old stereotypes behind which we have hidden for much too long. The information in fact identifies no studies in which men naturally do better than women, indeed the opposite might well be true, but that thought might lead to forms of complacency. Remaining within a view that seeks gender balance, we must admit immediately - given the situation identified - that university career paths divide at the associate professor level, with an even wider gap at the full professor level, due to barriers that we can and must remove. Men and women have different needs and experience different circumstances, career paths and professional opportunities. In this context, maternity and early infancy often condition how the use of time is organised, but we cannot continue to think of this as a reasonable justification for discrimination. Our University has taken action to help teachers return to the world of research and the evaluation of research; additionally, we are designing measures for the benefit of our technical and administrative staff to facilitate commuter parents. Nonetheless, much remains to be done and, above all, we must monitor recruitment carefully.

The Report evidences a small improvement in this area, especially in relation to associate professors; in particular, 42% of those recruited in 2018 were women. This is not sufficient, considering that the improvement with regard to full professors was minimal. As a community, we have already shown that we can achieve strong results in research and competitive funding, renew our teaching methods and, with conviction, open up to civil society and the business world: so why such strong, even paralysing resistance to change in the area of gender inequality? Perhaps we are held back by subconscious stereotypes. At the conscious level we are all ready to confirm that we have cast off our chains and preconceived ideas; accordingly, I want to encourage the entire community and, above all, the new generations, to embark on profound cultural change. Let us strive to develop our critical thinking, free from false and sterile gender distinctions. Let us recognise the aspirations of the LGBTQ+ community. Let us explain to our students that discrimination has not yet been overcome and is not only unjust, but also damaging to all, even to those who are not victims. Only in this way can we open the door to equality at a deeper level: another essential step in the improvement of this University and our country as a whole.

Francesco Ubertini
Rector
Alma Mater Studiorum
Università di Bologna

INTRODUCTION



For the fourth consecutive year, the Guarantee Committee for equal opportunities, employee wellbeing and non-discrimination at work (CUG) has promoted preparation of the Gender Equality Annual Report, in the awareness that talking about equal opportunity includes discussion of the statistics. In this way, we can measure both the extent of existing segregation and the effectiveness of the positive actions taken to promote equality.

Four years ago, the numbers revealed in the Gender Equality Report caused astonishment, highlighting inequalities that were barely perceived by many members of the University community (students, teachers, technical and administrative staff, governance), even though they reflected an entrenched reality (indeed, the historical norm). Today, this document helps us to avoid taking the situation for granted and to strive to overcome the major inequalities that remain, especially for women at the pinnacle of their academic careers.

Greater awareness in recent years has prompted the University to adopt actions designed to encourage equality (gender guidance for new students, recognition of the validity of parental leave as part of the internal assessment of teachers, training on gender-related topics and the inclusion of gender factors in research activities). As is clear from the statistics presented in this Gender Equality Annual Report, the actions taken have not yet proved sufficient to overcome the major inequalities identified at the start. Accordingly, it will be essential to continue to build awareness of these matters, investing heavily and publishing objective data that identifies the remaining inequalities.

The Conference of Italian University Rectors (CRUI) moved in this direction in early 2018 by establishing a Group of Delegates to address gender-related topics. Within this, a sub-group has been tasked to develop guidelines for the preparation of Gender Equality Reports. Hopefully, the availability of analyses covering the current situation at each University will help to raise awareness about inequalities at a “local level” and, therefore, stimulate informed action to tackle them. At the same time, they will highlight the status of Italian Universities as a whole, indicating whether and how the situation is evolving and, once again, stimulate actions designed to create “true” equal opportunities for men and women.

In addition to presenting once again the UGII – University Gender Inequality Index, which seeks to estimate, as a single value, the University gender gap with respect to perfect parity and to measure the trend over time, this edition of the Alma Mater Gender Equality Annual Report also includes a number of new analyses. In particular, in an attempt to refine constantly the analytical tools that help us understand current phenomena and devise effective policies, we have added a survey that compares the gender distribution of current full professors grouped into age bands, with the gender distribution of students enrolled at the University of Bologna at the time when those professors were themselves students. Evaluation of the resulting data, with all necessary caveats, supports the observation that the current over-representation of males among the ranks of full professors does not reflect the gender balance that existed among the cohorts of graduates from which they were drawn. It follows that the current situation at the top is not merely a “generational phenomenon” that will auto-correct spontaneously in the future, given the growing participation of women in University studies. Accordingly, the adoption of specific positive action to encourage equality is justified.

In concluding this work, I want to communicate my sincere thanks to the team that, once again, with great professionalism and passion, has made it possible to gather and analyse the data published in the Gender Equality Annual Report. Our team was driven by an indefatigable drive to improve, essential for the development of the community, at a truly global level among all those who work in various roles within the University: a place where all efforts are up for discussion and no milestone is treated as the finishing line.

Lastly, special thanks go to all those with the patience to read our Report and consider the meaning of our messages, as well as the enthusiasm and energy to guide the necessary changes.

Benedetta Siboni
Chair of the Guarantee Committee for Equal
Opportunities, Employee Wellbeing and Non-
Discrimination at Work (CUG)

METHODOLOGICAL NOTE



In Italy, the drafting of a Gender Equality Report by public administrations is recommended, by a directive of the Ministry of Equal Opportunities (2007)¹, which includes this document in the list of suggestions for a corporate culture aimed at enhancing the contributions of both women and men. In this context, with clear reference to local public administrations, the Gender Equality Report is meant to document an economic-financial analysis aimed at “promoting a budget analysis that highlights how much and which budget items are (directly or indirectly) addressed to women or men only, and to both.” [Chapter VI. Formazione e cultura organizzativa (Training and organizational culture), section F]. Further, the Gender Equality Report must be considered within the broader performance cycle of a given public administration, with particular reference to the Performance Annual Report: “a document to be adopted by 30 June and called “Performance Report” that highlights, at the end of a given year, the gender balance and organizational and individual results achieved with respect to single objectives and resources, and the recognition of any deviations” (Italian Legislative Decree no. 150/2009, paragraph 1, section b)². Furthermore, we would like to point out the experimental Gender Report introduction in the General Statment of the Intalian State (Art. 38 - septies of law no. 196 of 2009, as amended and supplemented), pursuant to the guidelines contained in Circular no. 25 of the Ministry of Economy and Finance published on 5/7/2017.

With specific reference to universities, the Gender Report was recommended by the The Conference of Italian University Rectors (CRUI) in the motion approved on 19/01/2017 and was the subject of a recent recommendation contained in a Ministry of Education document entitled *Indicazioni per azioni positive del MIUR sui temi di genere nelle Università e nella ricerca* (Recommendations for positive actions by the MIUR on gender issues in universities and in research)³, which addresses all universities to promote its adoption as a necessary tool to monitor progress achieved in terms of gender equality⁴. In 2018, these recommendations resulted by the Conference of Italian University Rectors (CRUI) on the establishing a Group of Delegates to address gender-related topics. Within this, a sub-group has been tasked to develop guidelines for the preparation of Gender Equality Reports. The University of Bologna has adopted the drafting of the Gender Equality Annual Report by resolution of the Guarantee Committee for Equal Opportunities, Worker Well-being, and Non-Discrimination at Work (CUG), with the intention to contribute internal gender equality analysis through an examination of the context (gender distribution of students, teaching and technical/administrative staff and participants in university bodies). This is an essential step in the assessment, first and foremost, of existing imbalances and, secondly, makes the constant monitoring of progress possible through policies, measures and positive actions taken by the University for the promotion of equal opportunities.

1 Directive (2007) – Directive of the Ministry of Equal Opportunities on measures to bring about equality and equal opportunities between men and women in public administrations, published in the Official Gazette of 27-7-2007, no. 173.

2 D.Lgs. 150/2009 – Legislative Decree no. 150 of 27 October, 2009, “Implementation of Law no. 15 of 4 March, 2009, concerning the optimization of the productivity of public work and of the efficiency and transparency of public administrations”, published in the Official Gazette of 31-10-2009, no. 254 - Ordinary Supplement no. 197.

3 MIUR (2018, edited by E. Addis, C. Biasini, M. Calloni, A. Loretoni, M. Mancini, G. Serughetti), *Indicazioni per azioni positive del MIUR sui temi di genere nelle Università e nella ricerca*, <http://www.miur.gov.it>.

4 The GERPA Guideline (C. Fioravanti, V. Andrezzi, S. Borelli, C. Calpini, C. Mancini, L. Manzalini, C. Oppi, E. Vagnoni (2015), *Bilancio di Genere per le pubbliche amministrazioni* (GERPA), Jovene Editore, Naples) was developed to encourage the drafting of the Gender Report by universities, while the Guidelines for Gender Balance in the Universities of the National Conference of Equality Bodies in Italian Universities is currently being defined.

The Gender Report is, therefore, included in an integrated cycle connects that it, in particular, to the PLOTINA Project (Promoting Gender Balance and Inclusion in Research, Innovation and Training)⁵, which involved a gender audit to identify women's needs through interviews and the creation of focus groups that include members of the teaching, technical and administrative staff.

The Report is also considered in light of the 2017/2020 Gender Equality Plan, which discusses specific measures aimed, in particular, at the teaching staff. The Gender Report must also be considered in light of the planning and reporting approach aimed at contributing to the objectives of the UN's 2030 Agenda, which the University has embraced through the publication of the 2016-2018 Strategic Plan and the preparation of the Report on UN Sustainable Developments Goals 2018. In this context, the 2018 Gender Report provides a series of recommendations and measures capable of conveying the University's commitment to pursuing goals 5 "Reaching gender equality and empowering all women and girls" and 10 "Reducing inequality within and between countries". In addition, the Report was formulated in synergy with other University planning and control tools, particularly the 2018 Social Responsibility Report⁶.

The definition of the contents of this Gender Equality Annual Report was inspired by the main topics analysed in the literature and guidelines on gender equality produced for international and national studies⁷. Moreover, the Report has been enriched thanks to dialogue established with colleagues at other Italian universities that have already tried their hand at drafting similar documents and analyses. Although inspired by the studies and initiatives discussed above, the set of analyses and information presented herein is the product of a broader reflection that involved all members of the Scientific Committee and the Operational Committee created within the University for the preparation of the Gender Equality Annual Report,

and considers the elements that emerged from the involvement of the University staff and students⁸.

This edition presents the determination of the UGII – University Gender Inequality Index formulated by the University working group as a synthetic tool for measuring and comparing how universities are positioned with respect to gender balance, evaluating trends over time⁹.

The Gender Equality Annual Report consists of five sections, preceded by a foreword by the Rector, which highlights the political commitment to the issues discussed, as well as by an introduction edited by the promoting body, which illustrates the reasons that led to the adoption of the document, and a methodological note, which describes the methodological issues related to reporting. The first section opens with international and national regulatory references on gender equality, followed by an illustration of how these principles have been interpreted and included in the University Statute and in the Code of Ethics and Behaviour of the University of Bologna. It ends with an overview of the bodies for the promotions of equal opportunities established by the University.

The second section summarizes the initiatives contained in the Positive Action Plan approved by the CUG and illustrates measures taken as well as their results in the reporting year. The third section presents contextual data, namely, relevant social groups separated by gender – students/teachers, teaching and research staff, technical and administrative staff – as well as the gender breakdown of the governing and orientation bodies of the University of Bologna. The fourth section describes the financial investments made by the University for the promotion of equal opportunities and the implementation of the sex/gender variable in research and teaching.

Finally, the fifth section illustrates the UGII – University Gender Inequality Index formulated by the working group, and presents its results in reference to the reporting year.

5 PLOTINA Project (www.plotina.eu), coordinated by the University of Bologna (Prof. Tullia Gallina Toschi), was financed by the European Commission through the Horizon 2020 Programme (Grant Agreement no. 666008).

6 These documents are available at: <https://www.unibo.it/en/university/who-we-are>.

7 Among others, we cite: GenSET (2010), Recommendations for Action on the Gender Dimension in Science, Portia; GBMIU – Rothe A., Erbe B., Fröhlich W., Klatzer E., Lapniewska Z., Mayrhofer M., Neumayr M., Pichlbauer M., Tarasiewicz M., Zebisch J. (2008), Gender Budgeting as a Management Strategy for a Gender Equality at University, München; PRAGES – Cacace M. (2009), Guidelines for Gender Equality Programmes in Science. Practising Gender Equality in Science.

8 The Gender Equality Annual Report was presented at several initiatives organised both by the University of Bologna and other Italian universities. In addition, each year, the draft document is discussed during the preparation phase with all members of the CUG, as well as with representatives of the Student Council and the Technical and Administrative Staff Council, who therefore have an opportunity to suggest possible new analyses.

9 G.P. Mignoli, B. Siboni, P. Rignanese, C. Valentini, T. Gallina Toschi (2018), University Gender Inequality Index. A proposal from the University of Bologna, Working paper, submitted to OSF Preprints (DOI: [10.31219/osf.io/kfg6m](https://doi.org/10.31219/osf.io/kfg6m)).

The main document concludes with final remarks from the Vice-Rector for Human Resources and the Equal Opportunities Delegate, who consider the contribution of the University to social action and the meaning of academic work in favour of gender equality, and with a note from Silvana Cappuccio, Italian Representative on the Board of the International Labour Organization – ILO, who draws our attention to the new international convention on violence and harassment in the world of work that was recently adopted by the International Labour Conference. The Gender Equality Annual Report ends with appendixes that include a glossary of acronyms used and the tables for the correlation of data collected with the international tertiary education classifications.

Drafting this Report entailed intense data collection and analysis, which took place in February-June 2019.

Unless otherwise indicated, quantitative data, as well as their processing and classification, were obtained from the University Data Warehouse, a database fed by University of Bologna management systems, while qualitative information was gathered from institutional documents (statute, regulations, positive action plans, the CUG activity report, etc.) and from the University of Bologna website. The reporting period is the 2018 calendar year, with the exception of some teaching data that refer to the 2018/19 Academic Year (A.Y.).

Although in some cases it involves the availability of data that are not considered “final” but updated at the time of reporting, this choice gives readers relevant, timely information, useful for decision-making purposes.

Furthermore, to account for changes that only become evident over time, data have been presented on a long-term basis where possible. Finally, considering the multi-campus nature of the University of Bologna, data broken out by Campus were also provided where significant. The Gender Equality Annual Report was presented as an attachment to the 2018 University Performance Report, approved at the meeting of the University Board of Governors on 26 June 2019. The drafting of the document was set and coordinated by a two-part working group within the University made up of a Scientific Committee and an Operating Committee.

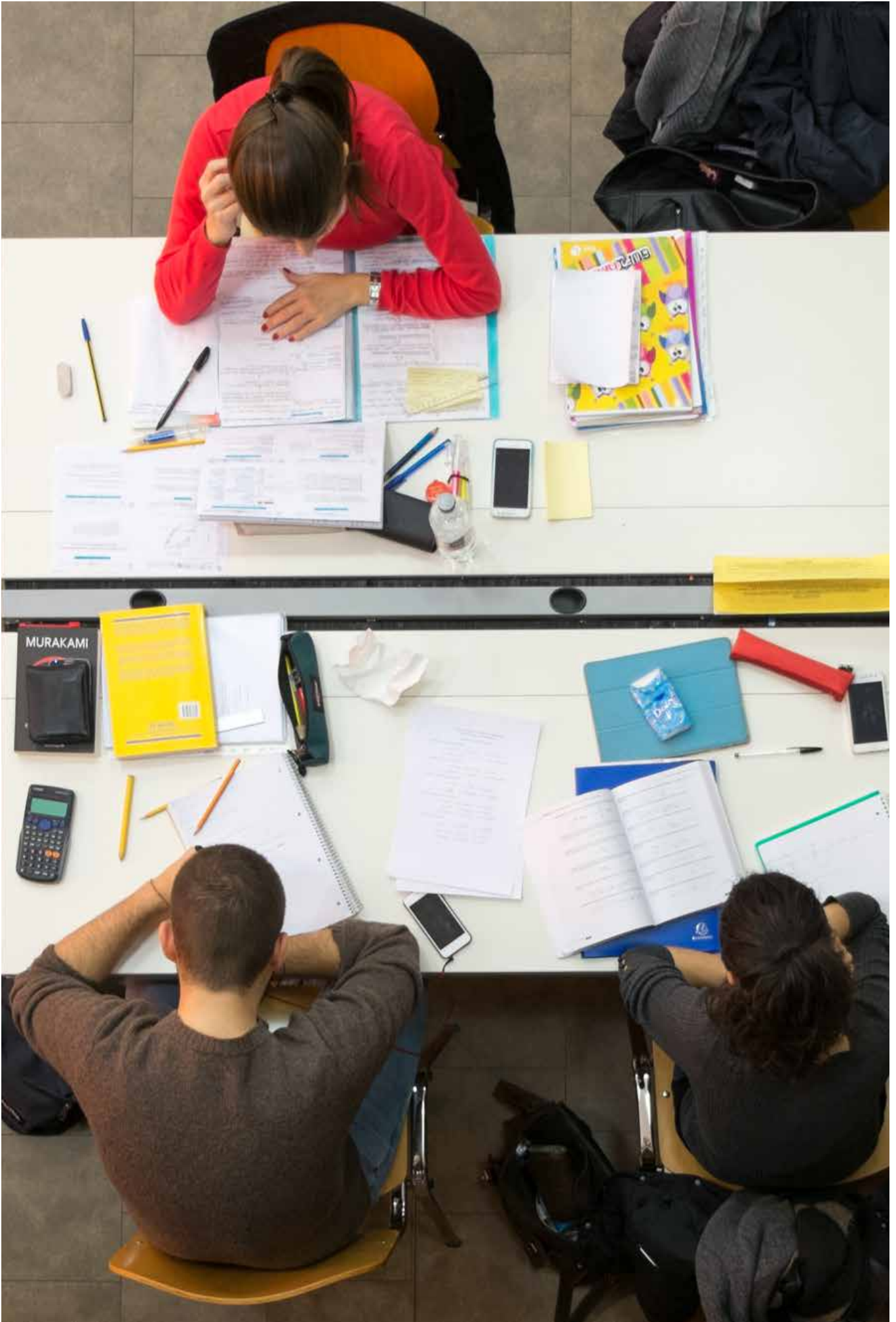


When this logo appears, it indicates issues taken into consideration to calculate the University Gender Inequality Index (UGII) discussed in Section 5.



MEMBERS AND POSITION		ROLE COVERED IN THE DRAFTING OF THE GENDER EQUALITY ANNUAL REPORT*
Promoting Body	CUG	Sponsor
Scientific Committee	<p>Francesco Ubertini, Rector Chiara Elefante, Vice-Rector for Human Resources Benedetta Siboni, CUG Chair, Person in charge for the Gender Equality Annual Report Tullia Gallina Toschi, Occupational Well-being at Work Rita Monticelli, Delegate for Equal Opportunities Paola Salomoni, Vice-Rector for Digital Technologies Angelo Paletta, Budget Delegate Carla Faralli, Confidential Counsellor</p>	Management and supervision of the overall project
Operating Committee	<p>Valeria Guidoni, Patrizia Manzo, Maria Cristina Notarsanto, Anna Pramstrahler, Annachiara Rasi, Chiara Sirk, Martina Vincieri, Francesco Saverio Violante, CUG Members Alice Corradi, Responsabile APOS – Personnel Division Andrea Gabrielli, Anna Zurla, APOS – Personnel Information and Administrative Systems Department Sabrina Poliani, APOS – Training Department Ilaria Nardelli, Trainee</p>	Data and text processing support
	<p>Elisabetta de Toma, Responsabile ARAG Manager – Finance and Subsidiaries Division Camilla Valentini, Anna Rita D’Archi, Enrico Galli, Gian Piero Mignoli, Luca Ramazzotti, Anja Riceputi, ARAG – Planning and Evaluation Support Department</p>	Coordination of data collection, analysis and processing, document editing
	<p>Mirella Cerato, Michela Versari, Vincenza Ferraro, Alex Rinaldi, ARTEC – Communication Department</p>	Design and artwork

* For more information: cug@unibo.it



1. REGULATIONS AND BODIES IN CHARGE FOR THE PROMOTION OF EQUAL OPPORTUNITIES



1.1 REGULATIONS, STATUTE AND CODE OF ETHICS AND BEHAVIOUR

The University guidelines on discrimination, gender equality and the promotion of equal opportunities are based on a set of international, European and internal sources. Internationally speaking, the principle of ending discrimination, notably on the basis of gender, is enshrined in the Convention on the Elimination of All Forms of Discrimination against Women (United Nations, 1979), ratified by Italy in 1985, through the adoption of all appropriate measures for the elimination of discrimination and the affirmation of the principle of equality. The obligations inherent to Italy's membership in the European Union are of paramount importance, in addition to the requirements the country must comply with by virtue of its membership in the Council of Europe (in particular, adherence to the European Convention for the Protection of Human Rights and Fundamental Freedoms, whose Art. 14 affirms the prohibition of discrimination based on, among other things, sex). The Treaty on European Union (Lisbon, 2009) explicitly states that the Union is founded on the values of respect for human dignity and equality (Art. 2) and fights social exclusion and discrimination, pursuing equality between women and men (Art. 3). The Treaty on the Functioning of the European Union ensures that gender equality is included as a factor in all Union activities (Art. 8) and gives the Council the power to take measures to fight discrimination based, inter alia, on sex (Art. 19); action by Member States is promoted in a variety of sectors and, in particular, in matter of equality between men and women with regard to labour market opportunities and treatment in the workplace (Art. 153). Declaration no. 19 attached to the Treaty of Lisbon states that both Union and Member States are "to fight against all forms of domestic violence" and "to support and protect victims". The Charter of Fundamental Rights of the European Union, adopted in 2007, incorporates the same principles (Arts. 20 and 21), adding that "equality between women and men must be ensured in all areas, including employment, work and pay", including through the adoption of "measures providing for specific advantages in favour of the under-represented sex" (Art. 23).

In this regard, the EU has adopted a series of measures to be implemented by its Member States, including: Directive 79/7/EEC of 19 December 1978, which requires the gradual implementation of the principle of equal treatment between men and women in the field of social security; Directive 92/85/EEC of 19 October 1992, introducing measures to improve the workplace safety and health of pregnant workers and new or breastfeeding mothers; Directive 2004/113/EC of 13 December 2004, implementing the principle of equal treatment for men and women with regard to access to goods and services and their provision; Directive 2006/54/EC of 5 July 2006, on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation; Directive 2010/18/EU of 8 March 2010, implementing the revised framework agreement on parental leave; and Directive 2010/41/EC of 7 July 2010, establishing objectives concerning the application of the principle of equal treatment of self-employed men and women. In general, such measures prohibit direct discrimination, that is, discrimination explicitly based on sex; indirect discrimination, namely, measures which, although apparently neutral, produce the effect of disadvantaging workers of a given sex; and harassment, in reference to situations "where unwanted conduct related to the sex of a person occurs with the purpose or effect of violating the dignity of a person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment" (see Art. 2, par. 1, section c, Directive 2006/54/EC).

The European Parliament, for its part, has underlined the importance of Gender Reports in order to assess the impact of budgetary policies, "incorporating a gender perspective at all levels of the budgetary procedure and reorganising revenue and expenditure with a view to promoting gender equality" (European Parliament resolution on gender budgeting – building public budgets from a gender perspective - 2002/2198).

The Italian Constitution establishes the principle of equality understood both in its form, as equality before the law, and substance, as the removal of obstacles that, by limiting the freedom and equality of citizens, prevent the full development of people and the effective participation of workers in the country's political, economic and social organization (Art. 3, par. 1 and 2).

Furthermore, Art. 37 of the Constitution protects working women. In implementing this multilevel legislation, Italian lawmakers have adopted a wide range of measures, with those discussed below being particularly relevant.

Italian Legislative Decree no. 165 of 30 March 2001, containing the “General rules on the regulation of workers employed in public administrations”, establishes that public administrations guarantee respect for the principle of equality and equal opportunities between men and women, prohibiting all forms of discrimination, both direct and indirect, on the basis of gender and other characteristics, in relation to access to employment, treatment and working conditions, professional training, promotions and safety at work (Art. 7, par. 1).

Law no. 246 of 28 November 2005, concerning the “Regulatory streamlining and reconfiguration”, provides for the reorganization of current provisions, including those concerning equal opportunities (Art. 6) implemented by Legislative Decree no. 198 of 11 April 2006, namely the “Code of equal opportunities between men and women”, as amended.

Legislative Decree no. 198/2006 includes provisions on the subject of discrimination, equality and equal opportunities, among which is the drafting, by public administrations, of plans for positive action that “aim to ensure [...] the removal of obstacles that ultimately prevent equal employment opportunities and equality in the workplace between men and women” (Art. 42 et seq. and Art. 48 in particular).

Within the same perspective, Art. 21 of Law no. 183 of 4 November 2010 on what is called ‘linked work’ (*collegato lavoro* in Italian) has modified Art. 57 of Legislative Decree no. 165 by instituting the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work (CUG). On this basis, the Minister for Public Administration and Innovation and the Minister for Equal Opportunities have adopted the CUG Guidelines (2011), which can be adjusted to the needs of the various administrations as required.

Likewise, the adoption of the Gender Equality Annual Report is a way to provide for an analysis of the impact of public spending and policies on women and men, in line with the provisions of the Department for Equal Opportunities and Legislative Decree no. 150 of 27 October 2009, concerning the optimization of the productivity of public employees and of the efficiency and transparency of public administrations.

Consistent with the framework outlined above, the University of Bologna conceives of equal opportunity policies “in a broad sense”, not only in terms of gender differences, but also in terms of aspects related to inclusion in society and the workforce. In this regard, the main provisions are stated in the University Statute (Rector’s Decree no. 1203 of 13 December 2011, modified and integrated with Rector’s Decree no. 739 of 28 June 2017) and in the Code of Ethics and Behaviour (Rector’s Decree no. 1408 of 1 October 2014). Among its guiding principles, the Statute includes a specific provision on discrimination, equality and equal opportunities. Indeed, Art. 2.6 states that “a) The University undertakes to guarantee compliance with the constitutional principle of equal opportunities as it pertains to access to education, recruitment of staff, career advancement, and balanced gender representation for candidacies and University bodies, and for every other aspect of academic life. b) Through appropriate tools and initiatives, the University is committed to promoting sensitivity to issues and problems relating to equal opportunities, in order to generate widespread and shared awareness among all members of the university community”. The Statute also includes specific provisions to ensure equal opportunities University body candidates, including, in particular, the University Senate and the Board of Governors, and in the composition of other bodies, such as the Evaluation Group (Art. 9.3), the Student Council (Art. 11) and the Technical and Administrative Staff Council (Art. 12.4). Furthermore, the Statute establishes the CUG, thus implementing national legislation (Art. 14).

Finally, the Rector has established the figure of the Confidential Counsellor, whose task is to prevent, manage and facilitate solutions in cases of discrimination, harassment and mobbing, including in cooperation with the CUG.

The Code of Ethics and Behaviour is a reference tool for the ethical governance of the internal and external University relations. With this in mind, it identifies the fundamental values of the entire University community, promotes the recognition and respect of individual rights and freedoms, specifies ethical and social duties and responsibilities towards applicable institutions and defines the rules of conduct to be adopted in interactions with those who directly or indirectly come into contact with the University, including the rejection of any form of both direct and indirect discrimination, the promotion of equal opportunities, and the fight against sexual and moral harassment, any form of nepotism and favouritism, and the abuse of office in internal and external relations. More specifically, Section III of the Code implements Presidential Decree no. 62 of 16 April 2013, regarding the adoption of the Code of Conduct for Civil Servants, defining the behavioural obligations related to service activities, which, to the extent possible, are also applicable to those who work with or advise the University in any way; these provisions also extend to the collaborators of entities performing work at, or suppliers of goods or services to, the University, in the manner approved by the Board of Governors (Art. 2.4).



1.2 BODIES AND FIGURES IN CHARGE FOR THE PROMOTION OF EQUAL OPPORTUNITIES

COMMITTEE FOR EQUAL OPPORTUNITIES, EMPLOYEE WELLBEING AND NON-DISCRIMINATION AT WORK – CUG

Established by Law no. 183/2010, implemented at the University of Bologna at the end of 2013 and active since January 2014, the CUG has replaced the previous Equal Opportunities Committee and Joint Committee against mobbing. The CUG has advisory, consultative and verification functions to develop equal opportunities, enhance workers' wellness, and fight against discrimination, within the scope of the activities established by Italian law and Art. 14 of the University Statute. The CUG makes use of the University services dedicated to the promotion of employee wellness and works in partnership with other figures and structures the University has appointed for the protection and promotion of equal opportunities and employee wellness. In carrying out its functions, the CUG can also avail itself of the support of the Office of the Equal Opportunities advisor responsible for the exchange of information and good practices and the implementation of cooperation agreements, initiatives and projects shared in specific areas.

Within the sphere of the skills recognized by Italian law and the University Statute, the CUG can perform the following tasks:

- propose positive action plans to promote equal treatment and equal opportunities in the workplace, including in relation to the initiatives and tools that the University may adopt pursuant to Art. 2.6, section b of the University Statute;
- propose actions and projects aimed at favouring good working conditions, such as cognitive and climate surveys, suitable for knowing, preventing and eliminating discrimination of any kind, psychological distress and mobbing;
- provide non-binding opinions on personnel training plans, forms of work flexibility and work-life balance;
- carry out verification activities on the results of positive action policies, on good practices in the field of equal opportunities and on policies to promote wellness in the workplace, including through the proposal of training plans to the competent bodies.

CUG MEMBERS	2017/2021*
Chair	Benedetta Siboni
Staff Representatives	Anna Pramstrahler, Valeria Guidoni, Chiara Sirk, Maria Cristina Notarsanto**, Paolo Olivieri
University Representatives	Martina Vincieri, Patrizia Manzo, Annachiara Rasi, Francesco Saverio Violante

* The CUG, established for the 2017-2021 four-year period by Rectoral Decree no. 1537/2017, Index no. 147118 of 22/11/2017, modified by the Rector's Decree no. 708/2018 of 14/05/2018, Index no. 69940.

** University of Modena and Reggio Emilia.



CONFIDENTIAL COUNSELLOR

The Confidential Counsellor appointed by the Rector is considered above the parties, and called upon to listen and engage in dialogue in support of the teaching, technical and administrative staff of the University in matters of discrimination, sexual and moral harassment, mobbing, or failure to comply with the values and rules set forth in the University Code of Ethics and Conduct.

The Confidential Counsellor reports to the Rector. The Counsellor works in favour of equal opportunities and employee wellbeing, and against discrimination, when addressing the psycho-physical difficulties linked with challenging interpersonal dynamics. The Counsellor cannot take court action but does have functional autonomy when facilitating preventive actions and settlements; working together with the academic structures, the Counsellor promotes gender awareness and a non-discriminatory culture. The Confidential Counsellor may draw on advice from experts when carrying out her functions. The Administration gives the Confidential Counsellor all useful information about the cases drawn to her attention. All those who contact the Confidential Counsellor are entitled to maximum confidentiality. The role of Confidential Counsellor was covered by Prof. Rita Monticelli in 2018. From 1 January 2019, the role has been assigned to Prof. Carla Faralli, following the appointment of Prof. Monticelli as the Equal Opportunities Delegate.

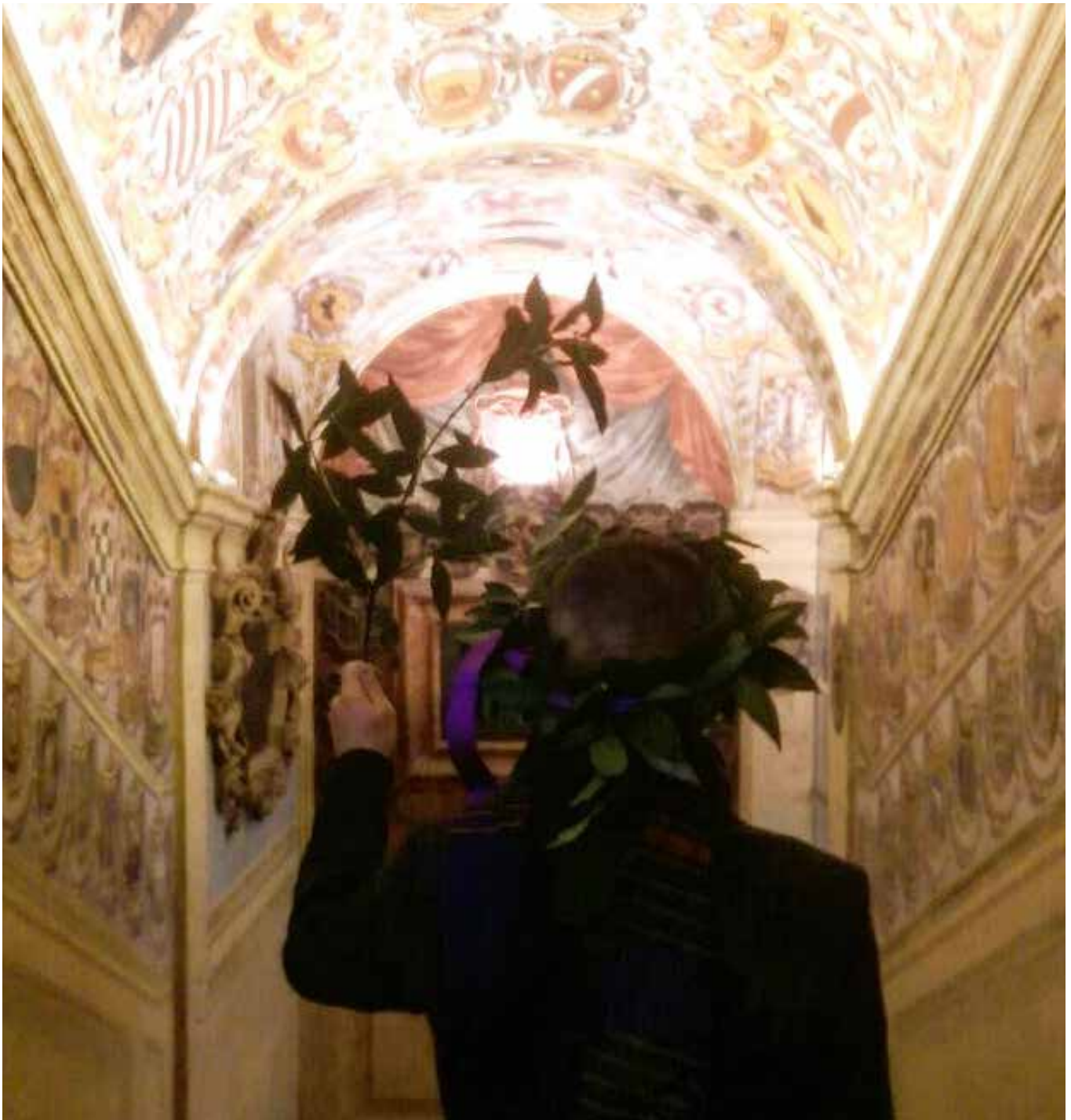
VICE-RECTOR FOR HUMAN RESOURCES, OCCUPATIONAL WELLBEING DELEGATE, EQUAL OPPORTUNITIES DELEGATE

The Rector has assigned the duties related to the promotion of employee wellness issues, active policies to strive for and equal opportunities to the Vice-Rector for Human Resources, Prof. Chiara Elefante. By virtue of the powers conferred upon her, the Vice-Rector helps define the guidelines established by the Director General and the Rector's Delegate to the Public Delegation for Supplementary Bargaining.

The Vice-Rector oversees: three-year planning for teaching and technical-administrative staff; evaluation of the teaching, research and management commitments of professors and researchers for the purpose of assigning three-year incremental labour points and determining the awarding of bonuses; interventions to encourage the successful on-boarding of teaching staff and new technical/administrative staff; definition of initiatives aimed at preventing and resolving disputes with different staff categories; definition of initiatives for the implementation of equal opportunities and for support of staff with disabilities; and the assessment of working methods promoting work-life balance.

The Rector has delegated duties related to Occupational wellbeing to Prof. Tullia Gallina Toschi, and those related to the promotion of equal opportunities to Dr. Elena Luppi. Since the 1st of November 2018, the Delegation to Equal Opportunities has been assigned to Prof. Rita Monticelli.

2. POSITIVE ACTIONS PLAN AND INITIATIVES IMPLEMENTED



2.1 POSITIVE ACTIONS PLAN 2018-2021¹⁰

The Positive Action Plan is a programmatic document intended to introduce positive action policies within an organizational and employment framework by carrying out projects aimed at rebalancing situations of inequity between men and women working within an institution. This tool, introduced by the Italian government with Law no. 125/1991 and Legislative Decree no. 198/2006, is meant to rebalance the presence of women in activities and hierarchical positions where there is a gender gap of at least two thirds (Legislative Decree no. 198/2006, Art. 48, par. 1).

Prepared by the CUG, the University of Bologna's 2018-2021 Positive Action Plan incorporates measures within three macro-lines, summarized as follows:

- **Education, awareness and communication activities**, directed towards the University community and/or to the public. The measures will include both training and communications via the section of the University portal dedicated to the CUG, as well as the organisation of conferences and seminars on organisational wellbeing, equal opportunities and non-discrimination in the workplace. The training for University personnel will include: Empowerment, with a view to helping persons grow as individuals and professionals in their work; Change, Interpersonal relations and Resilience, providing useful tools for tackling the transformation of the workplace as both a challenge and an opportunity for professional growth, for developing the ability to adapt to new circumstances and for promoting a way to deal with colleagues that relies on non-violent communications and promotes employee wellbeing; Employee wellbeing, promoting lifestyles and eating habits that contribute to health in the workplace; Employee inclusion, facilitating participation and recognising the contributions made by persons over the age of 50, those returning after lengthy leave of absence and persons with disabilities. Awareness

actions will include the establishment of awards (at graduate and doctorate level and for cultural initiatives) relevant to the functions addressed by the Committee.

- **Measures to promote and safeguard the guarantee of equal opportunities and measures to promote internal and external networking**, such as the collection and analysis of detailed data by gender in order to prepare, disseminate and update the annual Alma Mater Gender Equality Report, as well as the proposal of indices for measuring gender balance at the University that facilitate benchmarking over time and among Universities, all as part of the process of checking the current status and the progress made in the area of equal opportunities. Collaboration with work to implement the University Gender Equality Plan 2017/2020 promoted by the PLOTINA project, which proposes specific actions to improve gender equality. Collaboration with other roles and structures active within University of Bologna for the promotion of equal opportunities, in order to implement actions that promote the concrete adoption of language in institutional communications and on University forms that respects gender differences without eliminating them. The CUG will continue the collaboration established with Alma Gender IRT and promote the activation of new channels for discussion and the release of synergies with other CUGs, working parties, institutions and bodies in Italy and abroad that are also working on equal opportunity matters.

10. <https://www.unibo.it/en/university/organisation/university-governing-bodies/cug/positive-actions>

- **Measures to promote employee wellbeing and maintenance of the work-life balance.** The CUG will promote the publication of accessible materials that facilitate awareness among university personnel of the available services and the roles and structures mandated principally to promote equal opportunities, employee wellbeing and maintenance of the work-life balance. The CUG will also support experimental initiatives designed to encourage healthy lifestyles and eating habits, promoting the establishment of an award designed to collect proposals for projects that seek to enhance employee wellbeing within the University. In addition, the Committee will engage in pro-active collaboration with other sectors involved in the various employee surveys that the University of Bologna intends to carry out. The CUG will promote links

with all institutional contacts within and outside of the University, in order to create an active network covering the matters addressed by the Committee, and will seek to maintain and implement good working practices within the University that promote the maintenance of an appropriate work-life balance. These would include working from home, satellite-linked workstations and incentives to use technology that minimises movement among the various buildings and different Campuses of the University of Bologna. Lastly, the CUG will build awareness about the adoption of good practices that improve time management at work, consistent with the need to maintain an appropriate work-life balance: suggestions for the planning of meeting timetables and the use of e-mail outside of working hours.

2.2 ACTIVITIES CARRIED OUT IN 2018¹¹

Training, awareness and communication activities

- Organisation of the training cycle entitled “Empowerment – Strengthen persons and support leadership at individual and group level”, delivered over three seminars open to all University personnel and, on invitation, to members of the CUGs of public administrations that cooperate with Alma Mater at Multicampus locations. The seminars were held in plenary session in one Campus of the University of Bologna and by video conference at the other Campuses.
- Organisation of the following seminars open to the personnel and students of the University and citizens from outside: “Misogyny 2.0. Hate speech and gender violence on the Internet” (23 November, Bologna), in collaboration with Alma Gender IRT; “Combating violence against women: cultural changes combined with action in daily life and at work” (6 December, Forlì), in collaboration with the CUGs of the Health Authorities (AUSL) for Romagna and the Province of Forlì-Cesena and the Equal Opportunities Counsellor for the Province of Forlì-Cesena.
- Promotion of awards and study grants: publication of a call for applications for two awards for second-cycle and single-cycle degree programme dissertations on topics relevant to the CUG (the awards were made in early 2019); funding of a study grant to attend the Summer School entitled “Violence against women and gender violence. History and counteraction from the modern age to date”, organised by Società Italiana delle Storiche (SIS - Italian Society of Gender Historians) – Edition 2018.
- Constant update and development of the CUG web page (www.unibo.it/CUG), via the dissemination of initiatives organised directly, as well as those of local and national importance promoted by public bodies or other equal opportunity bodies. Opening of a new section entitled “Documents prepared by the CUG” for publications issued by the Committee or in collaboration with other parties.

11. The full 2018 annual report can be found at the following link: <https://www.unibo.it/it/ateneo/organizzazione/organ/cug/relazioni-annuali-cug>

Measures to promote and safeguard the guarantee of equal opportunities and measures to promote internal and external networking

- Promotion of and participation in the team that prepared the University of Bologna Gender Equality Annual Report 2017, published in Italian and English. This document introduced the University Gender Inequality Index (UGII), an innovative gender index devised by a multi-disciplinary team within Alma Mater.
- Collaboration on implementation of the measures contained in the University Gender Equality Plan prepared by the H2020 PLOTINA Project, in particular by shooting the video entitled “Combating gender stereotypes in the assessment and selection of teaching staff” (<http://www.plotina.eu/2018/09/25/contrasting-gender-biases-in-evaluation-recruitment-professors-researchers/>)
- Organisation of numerous meetings and discussions with University personnel and services involved in matters linked to gender equality and employee wellbeing, as well as with University teachers, executives and TA staff.
- Active collaboration with Alma Gender IRT, an interdisciplinary research group dedicated to gender matters.
- Collaboration and the exchange of good practices with numerous CUGs of other Italian Universities, local bodies and health authorities active at Multicampus locations. Participation in the Gender Equality Report sub-group established within the CRUI Group of Delegates tasked to address gender-related topics, and presentation of the report entitled “Gender Equality Report, policies, actions and projects to promote equal opportunities: the integrated logic of the University of Bologna” during the seminar entitled “Gender Equality Reports in the University system” (22 November, MIUR – Department of Higher Education).
- Participation on the Technical-Scientific Committee tasked to prepare guidelines for the gender language to be adopted in University communications and administrative documents, established under the political supervision of the Vice-Rector for Human Resources.
- Participation in national and international events on gender topics, including presentation of the work carried out by the CUG of the University of Bologna.

Measures to promote employee wellbeing and maintenance of the work-life balance

- Publication of the brochure entitled “Network of services for employees of the University of Bologna”, which presents the various services offered by the University of Bologna and the roles and structures mandated principally to promote equal opportunities, employee wellbeing and maintenance of the work-life balance, indicating the related contact persons.
- Organisation of two presentations to University personnel: “Network of services for employees of the University of Bologna” (26 November, Bologna), to promote awareness of the brochure prepared by the CUG and present all the roles and services included; “Presenting the CUG and illustration of the Positive Action Plan 2018/2021 at the Romagna Campuses” (26 July, Cesena, Forlì, Ravenna and Rimini Campuses), to describe the composition and functions of the Committee, as well as the actions planned during the course of its mandate.
- Participation in the Working Group tasked with analysing matters associated with the risk of work-related stress at the University, established under the political supervision of the Vice-Rector for Human Resources.
- Promotion of the new award entitled “Suggest and vote for a good idea for the University of Bologna working environment”, to encourage the proposal of projects for action to promote employee wellbeing within the University. The award is open to technical and administrative staff and foreign language assistants. The call for proposals was published in January 2019.
- Support, aid, help and advice provided to colleagues requesting assistance when dealing with work-related psychological stress, reports of potential discrimination and problems related to maintenance of the work-life balance.
- Promotion of action to maintain the work-life balance and collaboration with the University to promote the application of smart working policies, such as working from home.
- Work to check whether requests and observations promoted by the CUG are accepted by the University and implemented correctly.

2.3 THE GENDER EQUALITY PLAN 2017-2020 OF ALMA MATER (PLOTINA PROJECT)

The Gender Equality Plan (GEP) is one of the main actions envisaged by the PLOTINA project (Promoting Gender Balance and Inclusion in Research, Innovation and Training, www.plotina.eu), which was funded by the European Commission through the Horizon 2020 Programme (Grant Agreement no. 666008) and is coordinated by Prof. Tullia Gallina Toschi, Rector's Delegate for Occupational Well-being at Work (University of Bologna).

The PLOTINA Consortium represents the diversity of European Research Organizations and European societies and cultures. It consists of nine partners: University of Bologna, University of Warwick (UK), Mondragon Unibertsitatea (Spain), Instituto Superior de Economia and Gestao (Portugal), Kemijski Institut (Slovenia), Ozyegin Universitesi (Turkey), Zentrum für Soziale Innovation GMBH (Austria), Jump Forum (Belgium), Centro Studi Progetto Donna and Diversity MGMT (Italy) and Elhuyar - Zubize SL (Spain). The project's objectives are to promote the career advancement of male and female researchers, and avoid the draining of talent pools, especially of women, who are more likely to abandon their career path. The project promotes excellence by intervening on gender inequality in decision-making processes and proposes the integration of sex/gender variables in research programmes and studies, especially for disciplines in which it is not customary to verify their impact. The PLOTINA project pursues diverse perspectives and methodologies in research and teaching and disseminates greater awareness of cultural and gender differences.

The University of Bologna has realized, supported and approved the 2017-2020 Gender Equality Plan, which is also part of the University's adherence to the 2030 Agenda issued by the United Nations General Assembly, in order to contribute to sustainable global development. Backed and adopted by the CUG of the University of Bologna, the Gender Equality Plan gathers a series of positive action policies linked to the UN's sustainable development objectives and addresses the recommendations of the European Institute for Gender Equality (EIGE, eige.europa.eu), as it is aimed at "identifying and implementing innovative strategies to foster cultural change and promoting equal opportunities at universities and research centres".

The plan's general structure was shared with six RPOs (Research Performing Organizations) which are PLOTINA Project partners. It is divided into five key areas(*):

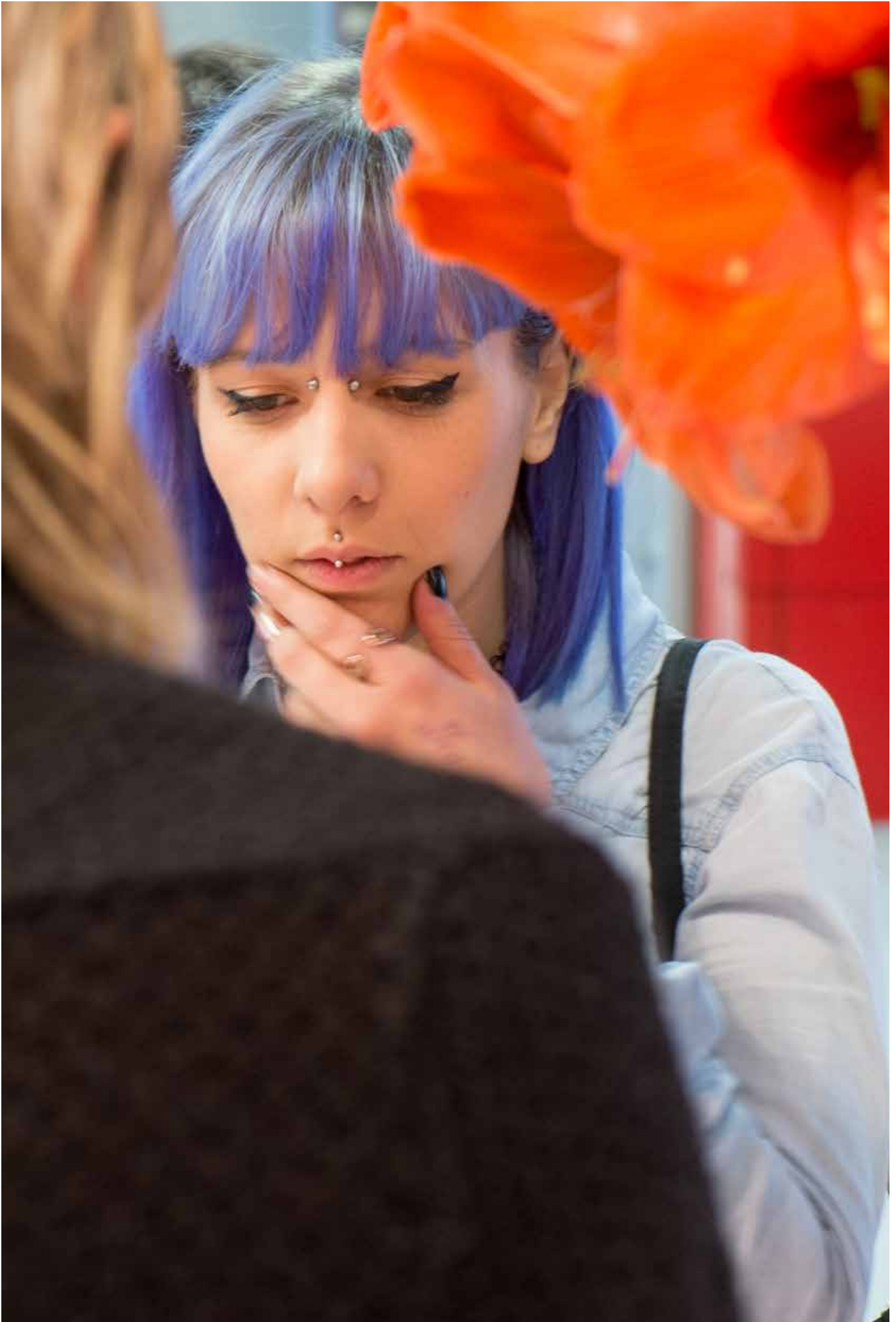
- the governance bodies, key actors, and decision makers;
- recruitment, career progression, and retention;
- work and personal life integration;
- researchers and research: gender equality and sex and gender perspective;
- integration of sex and gender dimension in teaching curricula.

The Plan prepared by University of Bologna contains measures based on an analysis of the needs of the University (the gender audit) conducted between February and December 2016 through quantitative and qualitative data. This led to the creation of focus groups and interviews involving more than 70 participants, starting from the Rector and Vice-Rector, members of governance bodies, professors and researchers, technical and administrative staff, doctoral candidates and scholarship recipients.

The measures are aimed at specific beneficiaries, keeping in mind that the main target of the GERI4 European call is "female researchers". Individual measures have been specifically planned for the 2017-2020 (the duration of PLOTINA); their progress will be verified annually through the use of indicators, facilitated by two project partners (Elhuyar and Progetto Donna), and submitted to an interim evaluation which also has training purposes. Upon its conclusion, the project will be entrusted to independent external auditors (peer review).

Below is an excerpt from the Plan divided into key areas, objectives and measures.

(*) <https://www.unibo.it/en/university/who-we-are/gender-equality-plan>



MEASURES OF THE UNIVERSITY GENDER EQUALITY PLAN (EXTRACT 2016-2020)

Key area	Objectives	Measures
KA1 The Governance bodies, key actors and political decision-makers	1.1 Promotion the creation of structures to support gender equality	Appointing delegates (in the departments/faculties/schools with a proactive and consultant role) to be responsible for monitoring and ensuring workplace procedures and practices respect gender equality.
		Routine revision of any text, communication, images, from a gender equality and diversity standing point.
	1.2. Promoting gender equality in the institutional culture, processes and practice	Gathering of gender disaggregated quantitative and qualitative data routinely, in departments/ faculties/ schools, if possible, in a digital format. Analysis of these data in a dedicated Report so as to monitor gender and diversity state of art in the organization and allow further data collection.
		Plan of regular GEP follow-up meetings with governance key actors and senior management (Vice-Rectors and Administrative Divisions Managers) to create ownership of the GEP, to strengthen the potential of the plan and to maximize its impact.
	1.3. Promoting gender equality in the individual culture, processes and practice	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers.
	KA2 Recruitment, career progression and retention	2.1.Promoting processes to favour and support gender sensitive recruitment, career and appointments
Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender.		
Sharing career good practices - role models for women (scientists, researchers and academics).		
Introduction/ retention in the RPO's internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assess.		
Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible.		

Key area	Objectives	Measures
KA3 Work and personal life integration	3.1. Promoting integration of work with family and personal life	Availability of structured supports inside the organization for childcare, family-members with special needs, elder family-members, etc.
		Feasibility plans for the creation of new welfare services, e.g. contract arrangements with service suppliers from family care duties and house chores to summer camp organization, to child-care in case of conference or congress.
		Encouragement to men to take parental leaves.
		Creation of guidelines to foster a better planning of working meetings accordingly to work life balance needs (e.g. management and communications of the meeting schedule/timing).
		Implementation of ICT-based systems for enhancing flexibility and improving the staff mobility between the different University sites.
KA4 Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications.
		Development, communication and implementation of standards for the incorporation of the sex and gender variables into research.
		Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value.
		Introduction in the local calls of the integration of 'sex and gender' variables in research as a criterion for evaluation.
		Institutional recognition within the RPO of those dissertations that have taken the gender dimension into account. (e.g prizes for MA/Phd Thesis).
KA5 Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Availability of Guides and/or Workshops on the integration of gender equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staf.
		Development of introductory and advanced training tools/courses in all Schools/ levels (BA, MA, PhD) on sex and gender variables.
		Specific courses available for students on gender equality and soft skills in their study curricula.

3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA



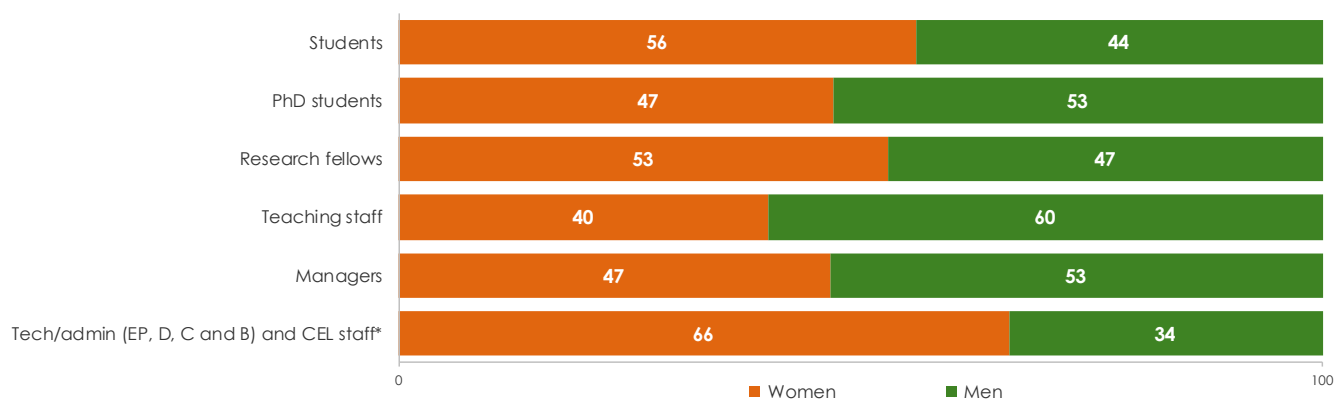
3.1 OVERVIEW

Considering the student body, research staff¹² and Technical and Administrative staff (TA), the gender distribution at the University of Bologna is not far from achieving parity (Table 1 and Fig. 1).

However, there is still an evident numerical prevalence of men among teachers (60% compared to 40%), while women are more numerous than men among students (56% compared to 44%) and, in particular, within TA staff (including lecturers and foreign language instructors - CELs), where women make up 66% of the total.

No significant changes have occurred over the last three years; however, there is an increase in the number of female enrolled at the 1st year (from 55,3% of the total in 2017 to 48% in 2018).


FIGURE 1 – DISTRIBUTION OF % OF STAFF AND STUDENTS AT THE UNIVERSITY OF BOLOGNA BY GENDER (2018)



* Including Agricultural Workers.

12. In this category, we consider full professors, associate professors, senior assistant professors, junior and senior fixed term assistant professors and research fellows. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018. Gender in research and innovation. Statistics and indicators, European Commission, Brussels.

TABLE 1 – DISTRIBUTION OF STAFF AND STUDENTS AT THE UNIVERSITY OF BOLOGNA BY GENDER* (2016-2018)

	2018		2017		2016	
	Women	Men	Women	Men	Women	Men
Total male and female students**	46,272	36,727	46,341	37,312	45,530	36,552
<i>of which 1st-year (first and single cycle)</i>	9,079	7,043	8,748	7,068	9,038	7,239
PhD students**	678	754	621	676	586	622
<i>of which year 1 enrollees</i>	259	284	235	256	201	226
Research fellows	605	535	611	594	585	547
Teaching staff	1,098	1,645	1,071	1,649	1,089	1,693
Managers	7	8	7	8	6	8
Tech/admin (EP, D, C and B) and CEL staff***	1,929	987	1,952	1,004	1,987	1,040
Total	50,589	40,656	50,603	41,243	49,783	40,462

* From this point on, we highlight the following, matching the International Standard Classification of Education (9): male and female students (ISCED 5A) and PhD students (ISCED 6); and the “She Figures” Report prepared by the European Commission: research fellows (grade D), senior assistant professors and fixed-term junior/senior assistant-professors (grade C), associate professors (grade B), full professors (grade A).

** Values refer to 2018/2019, 2017/2018 and 2016/2017 A.Ys.

*** Including agricultural workers.



3.2 MALE AND FEMALE STUDENTS

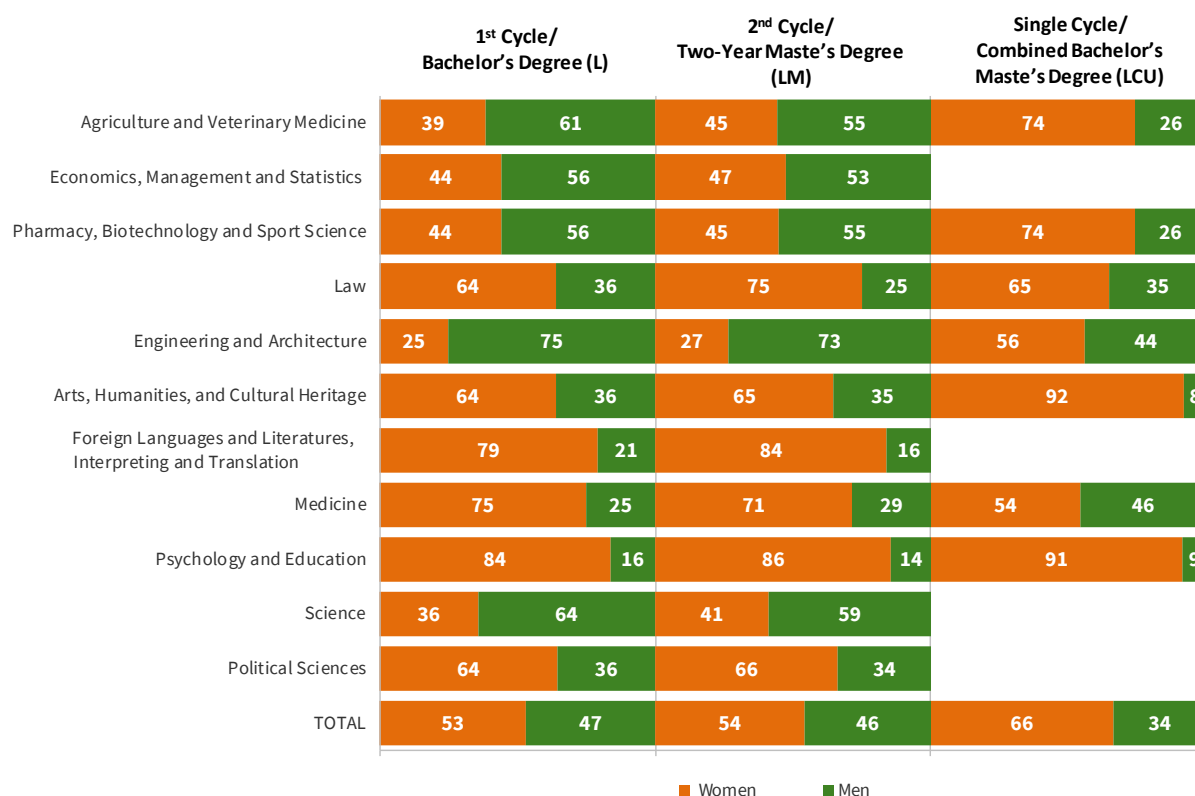
The distribution of students enrolled by school and gender confirms the traditional characterization of study programmes, which tend to have more men in the technical-scientific disciplines and more women in the humanities (Fig. 2). Indeed, with reference to first and second-cycle degrees, men are clearly more numerous than women in Engineering and Architecture and Science, and prevail in Agriculture and Veterinary Medicine, Pharmacy, Biotechnology, Sport Science and Economics, Management and Statistics. Disciplines like Psychology and Education Sciences, Languages and Literature, Interpreting and Translation, and Arts, Humanities, and Cultural Heritage predominantly enrol women, just like first and second-cycle degrees offered by the School of Medicine (which prepare students in the healthcare and medical biotechnology professions) and Political Sciences. In single-cycle degree programmes, women prevail in all schools, including Engineering and Architecture (and, specifically, Building Engineering and Architecture in Bologna and Architecture in Cesena) and Agriculture and Veterinary Medicine (where the veterinary medicine course is activated).

We confirm therefore that gender inequality, widespread at internationally, also exists at the University of Bologna as it pertains to “horizontal segregation”¹³.



13. Horizontal segregation refers to the concentration of women and men in different sectors (sectoral segregation) and occupations (professional segregation). See EU - Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels.

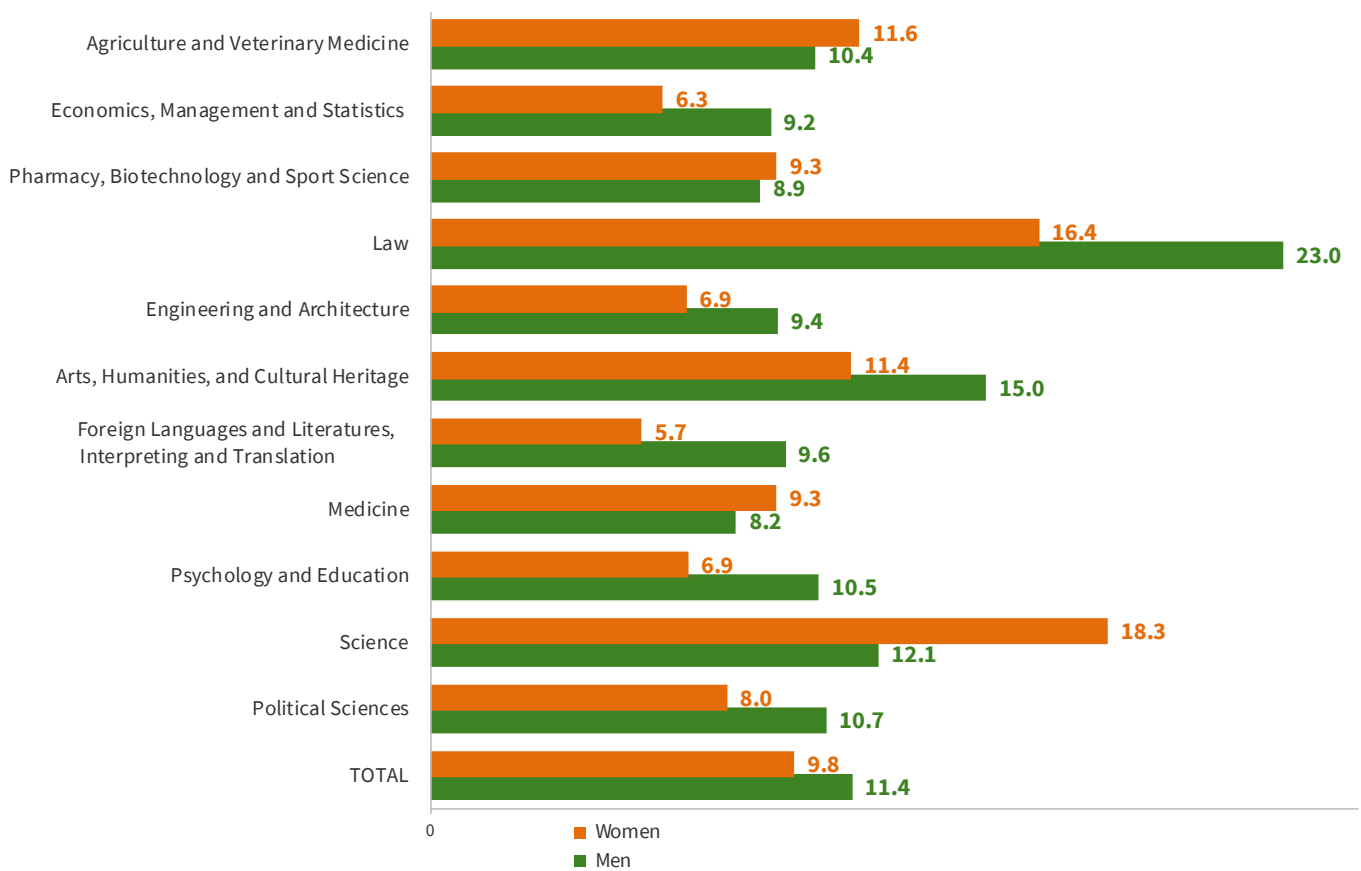
FIGURE 2 – % OF ENROLLED STUDENTS BY SCHOOL AND GENDER (2018/19 A.Y.)*



* The chart does not include students inscribed in courses under the old system (prior to Ministerial Decree no. 509/99) (996 male and female students). There are only 4 enrollees in the 2nd-cycle degree programme at the School of Law (the two-year law degree which will soon be phased out).

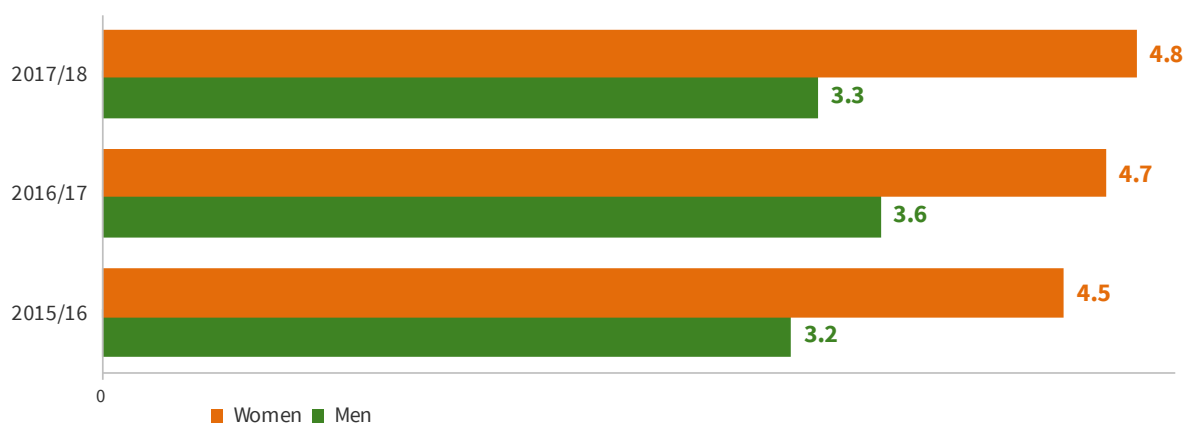
With regards to abandonment of university studies, consideration was given to the cases in which students, following the first year of their degree programme (first, single and second-cycle degree programmes), did not enroll for the academic year subsequent to that of matriculation. Changes of programme (within the University) and transfers (to another University) are not considered abandonment.

The abandonment of university studies varies depending on school and degree programme. By looking at the gender distribution of first-year drop outs for the 2017/87 academic year (first-cycle, second-cycle and single-cycle degree programmes), one can see that the percentage of men who dropped out compared to enrolled students was 11.4% overall, while for women this figure fell to 9.8% (Fig. 3). Women drop out at a higher rate than men only in four schools (Agriculture and Veterinary Medicine, Pharmacy, Biotechnology and Sport Science, Medicine and Science).

FIGURE 3 –% OF DROP OUTS DURING THE 1ST YEAR OF STUDY* PER SCHOOL AND GENDER (COHORT ENROLLED IN THE 2017/18 A.Y.)

* The figure includes drop outs in all types of degree programmes (1st-cycle, 2nd-cycle and single-cycle).

With regard to international mobility study programmes, more women participate than men. In 2017/18 (for first-cycle, second-cycle and single-cycle degree programmes at the University of Bologna), 4.8% of female students took part in an international exchange programme compared to 3.3% of their male counterparts, i.e. 2.235 women and 1.245 men (Fig. 4). Even in the two previous academic years, the proportion of women participating in programmes was significantly higher than that of men.

FIGURE 4 – MALE AND FEMALE STUDENTS TAKING PART IN MOBILITY PROGRAMMES PER EVERY 100 STUDENTS ENROLLED AT THE UNIVERSITY OF BOLOGNA, BY GENDER (A.A. 2015/16-2017/18 A.YS.)

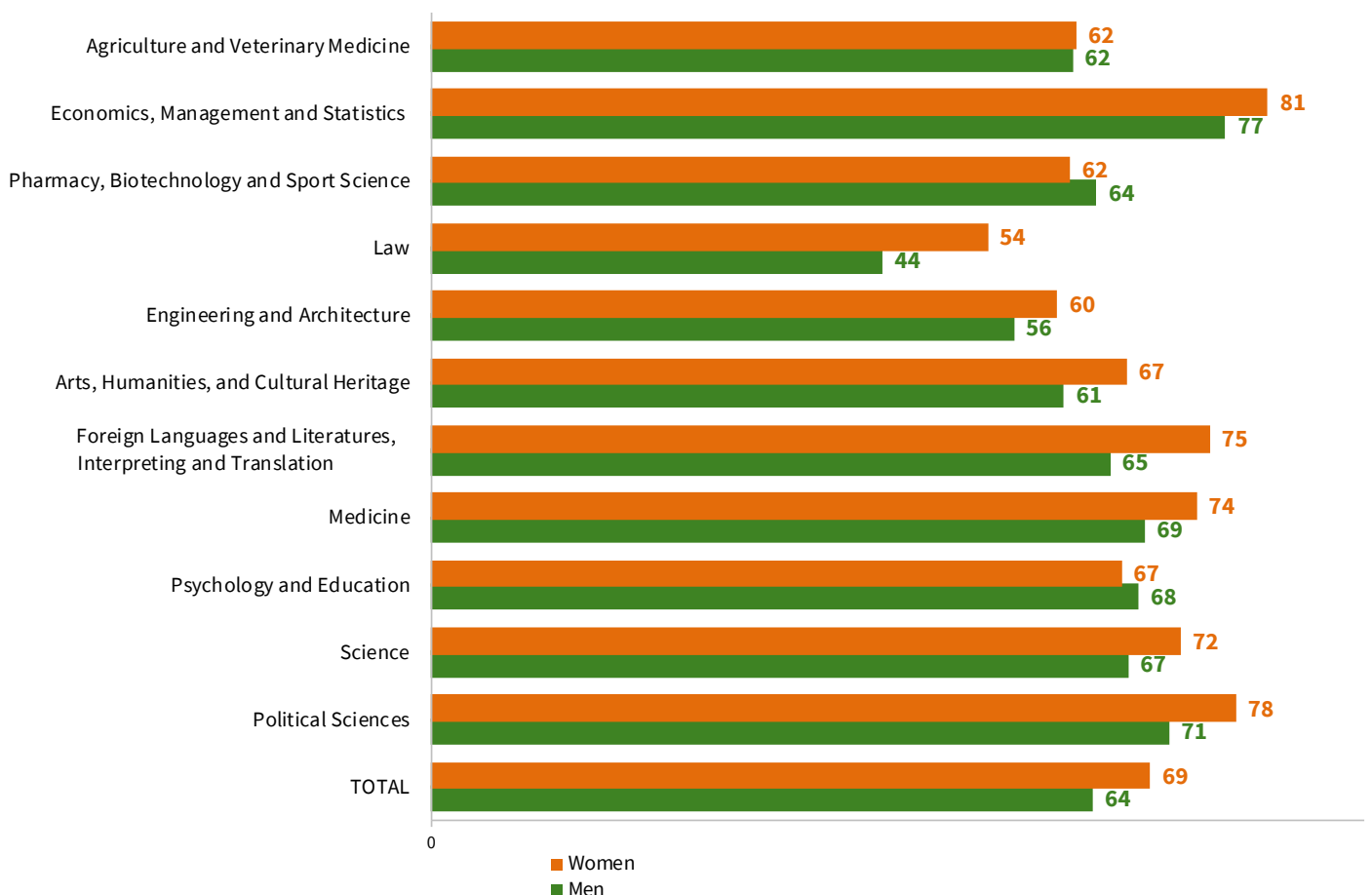
University success can be broken into “on-track” and “score” components. Regarding the on-track issue, we noted that 1st-year female enrollees in 2017/18 (those still enrolled in the same course of study in 2018/19) earned 45.5 university educational credits on average (CFU, for its initials in Italian), 3.6 CFU more than their male counterparts (Fig. 5).

FIGURE 5 – AVERAGE EDUCATIONAL CREDITS EARNED BY MALE AND FEMALE ENROLEES DURING THEIR 1ST YEAR IN 2017/18 (1ST AND SINGLE-CYCLE DEGREE PROGRAMMES), STILL IN PROGRESS IN 2018/19



It is not surprising, therefore, that female students tend to stay more ‘on-track’ than their male counterparts. Among undergraduates who earned their degrees within the time allocated by their study programme, 69% are women and 64% are men (Fig. 6). This indicates a positive association between women and the awarding of a degree within the time allocated by the relevant study programme. This situation concerns all schools at the university, with the exception of the School of Pharmacy, Biotechnology and Sport Science as well as Psychology and Education, where the percentage of male students graduating within the time allocated is higher than that of female students.

FIGURE 6 – GRADUATES ‘ON TRACK’ PER 100 STUDENTS, BROKEN DOWN BY SCHOOL AND GENDER (2018)



The tendency for more female students to complete their university studies successfully is also evident as it pertains to scores (Fig. 7). Among female students who were enrolled in 2017/18 in first-cycle (L) and single-cycle degree programmes (LMCU) and still enrolled in 2018/19 in the same degree course, 51% scored “high marks” on their examinations during the first year. That is to say, they occupied the top half of the ranking for exam marks in the first year within the respective degree course; among males, the percentage of students who received “high marks” is lower (46%).

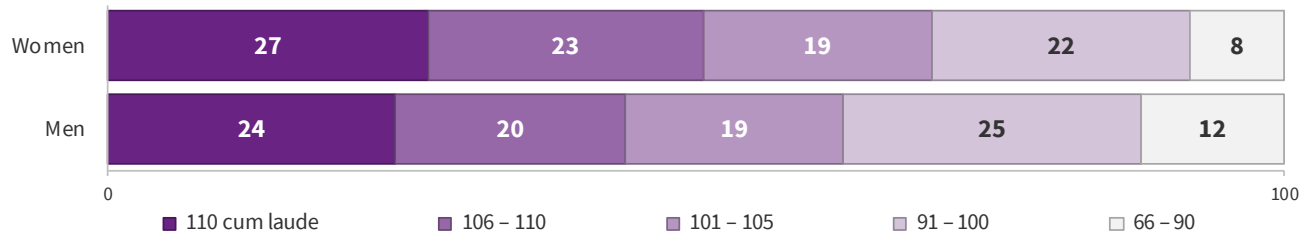
FIGURE 7 – 2017/18 ENROLEES (1ST AND SINGLE-CYCLE DEGREE PROGRAMMES) WHO RECEIVED “HIGH MARKS” ON THEIR EXAMS* – VALUES PER 100 ENROLEES



* Defined as students who are still enrolled in their original degree programme after one year and who got higher than average marks relative to their degree programme on the first-year exams taken before 31 October.

That female students get higher overall marks upon graduation has also been documented (Fig. 8). 51% of female graduates in 2018 completed their study programme with final marks higher than 105 out of 110, with 27% obtaining the highest mark of 110 with honours, while 44% of men scored 105 and 24% scored 110 with honours. The analysis of final marks by school confirms that women tend to obtain higher marks than men even for the same disciplinary area of study.

FIGURE 8 – GRADUATES BY GENDER AND % OVERALL MARKS (2018)



The analysis of final marks by gender at the University of Bologna in 2018 thus confirms that female students have an edge, a fact that is also confirmed at European level¹⁴.

Given the higher final marks earned by women, the breakdown of postgraduate education and employment by gender leads to some surprising results. First and foremost, once the first-cycle degree has been awarded, it is male students who continue on to a second-cycle degree with greater frequency - and the difference (over 9 percentage points) is far from negligible (Fig. 9). At the same time, among first-cycle graduates surveyed one year after graduation, more women were working than men (41% against 34%). However, this difference is mainly due to part-time work, which involves 19% of female graduates and only 14% of male graduates (Fig. 10).

14. EU – Office for official publications of the European Communities (2008), The life of women and men in Europe – A statistical portrait. Eurostat Statistical books, Commissione Europea, Lussemburgo.





FIGURE 9 – 1ST-CYCLE GRADUATES WHO ENROLLED IN A 2ND-CYCLE DEGREE PROGRAMME ONE YEAR AFTER GRADUATION - VALUES PER 100 1ST-CYCLE GRADUATES IN 2017

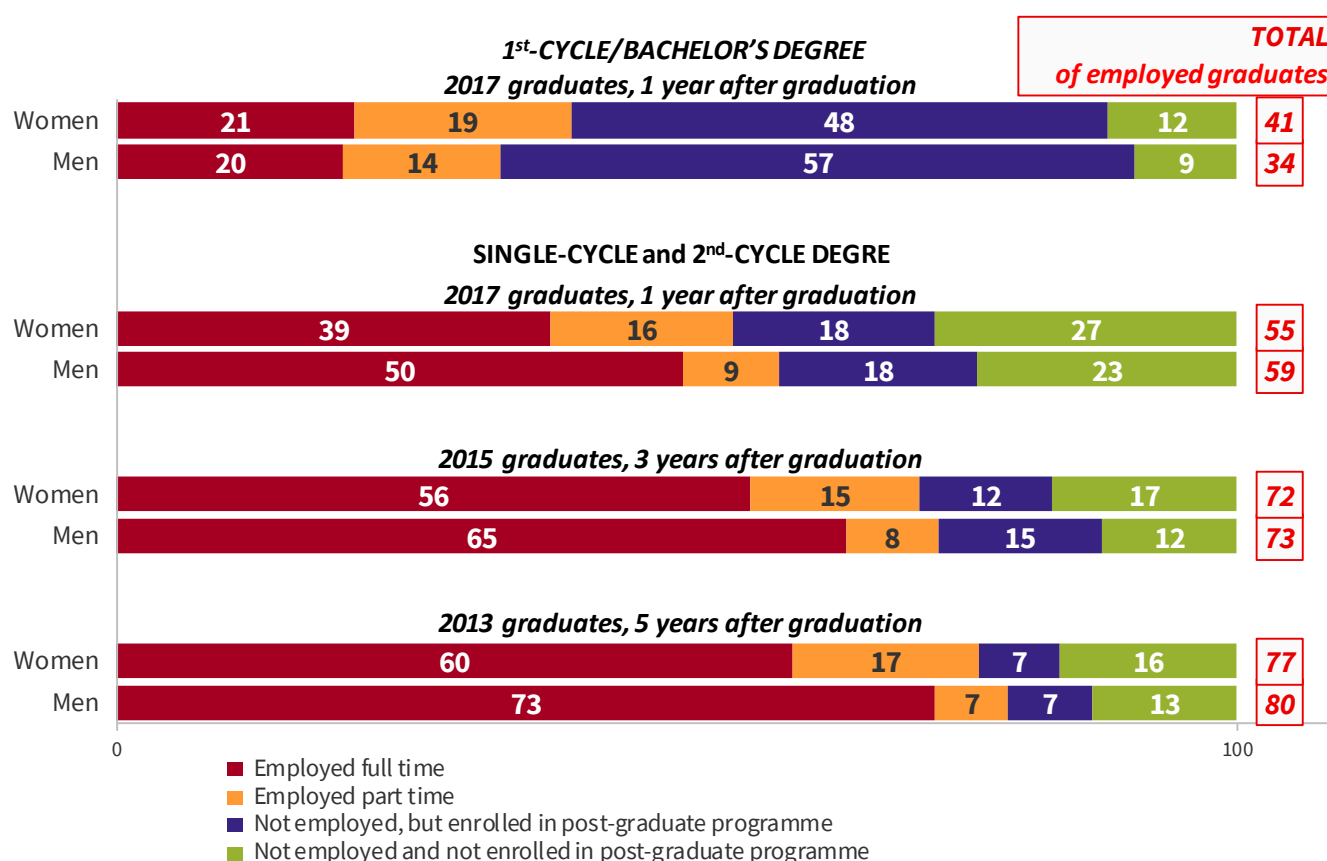


Source: AlmaLaurea – 2018 Survey – Occupational status of graduates.

Turning to second-cycle and single-cycle degree graduates, it can be noted that the percentage of those who work full-time (a number which increases as time passes, every one, three or five years) is always higher for men. This trend is even more evident if one considers full-time work (Fig. 10).

On the other hand, the percentage of graduates working part time is higher for women. With regard to graduates who are not working but who are engaged in post-graduate educational activities, gender differences are quite limited. Finally, it should be pointed out that one, three and five years after graduation, more women than men are 'inactive', taking part neither in work activities nor in further education.

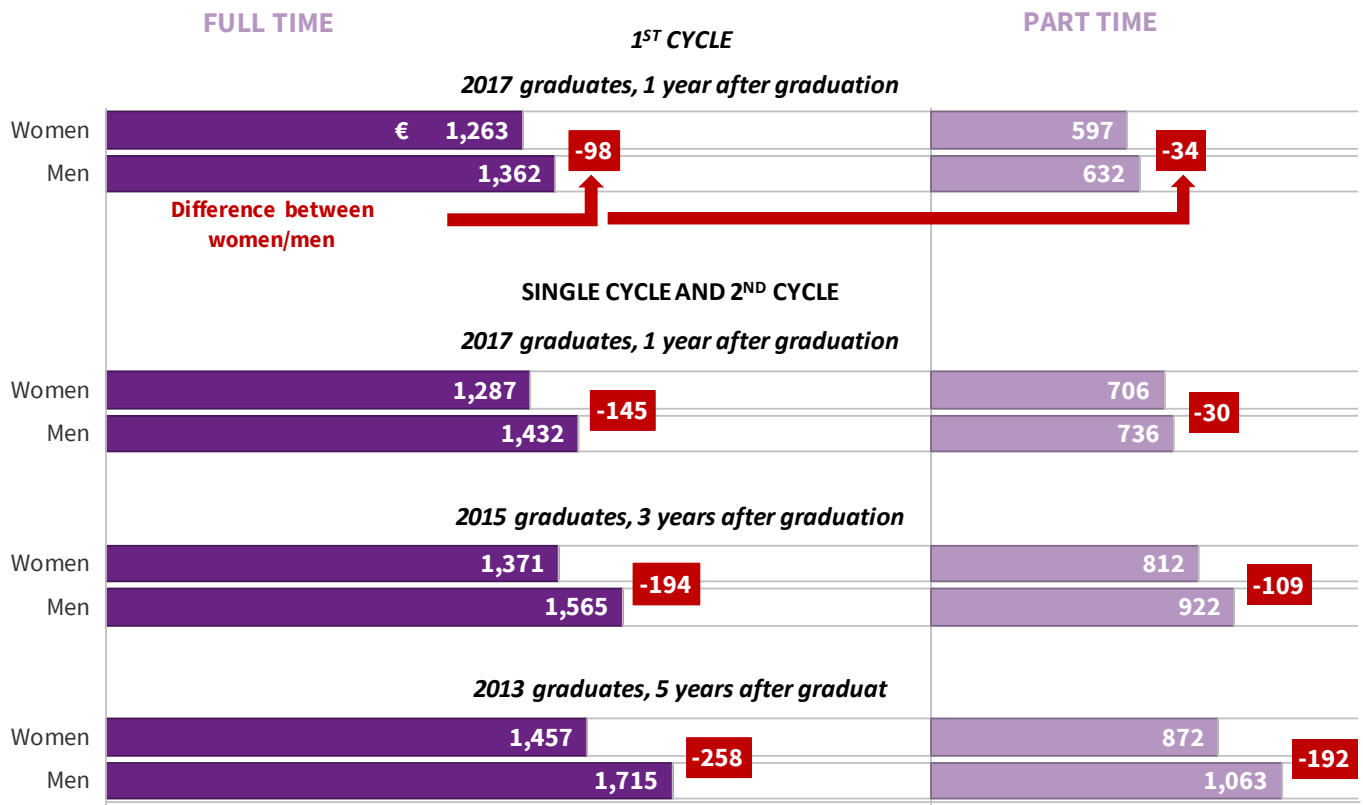
FIGURE 10 – UNIVERSITY OF BOLOGNA GRADUATES PER DEGREE TYPE, GENDER AND EMPLOYMENT STATUS 1, 3 AND 5 YEARS FROM GRADUATION – 2018 SURVEY



Source: AlmaLaurea – 2018 Survey – Occupational status of graduates. The survey for first-cycle graduates only covers employment status one year from graduation.

With regard to the average values of wages and salaries at one, three and five years from graduation, there is a pay gap between men and women (Fig. 11). The more time passed since graduation, the greater the disadvantage is for women, which on average reaches € 258 per month five years from graduation for those who work full time.

FIGURE 11 – NET MONTHLY INCOME* OF UNIVERSITY OF BOLOGNA GRADUATES BY GENDER 1, 3 AND 5 YEARS FROM GRADUATION – AVERAGE VALUES – 2018 SURVEY

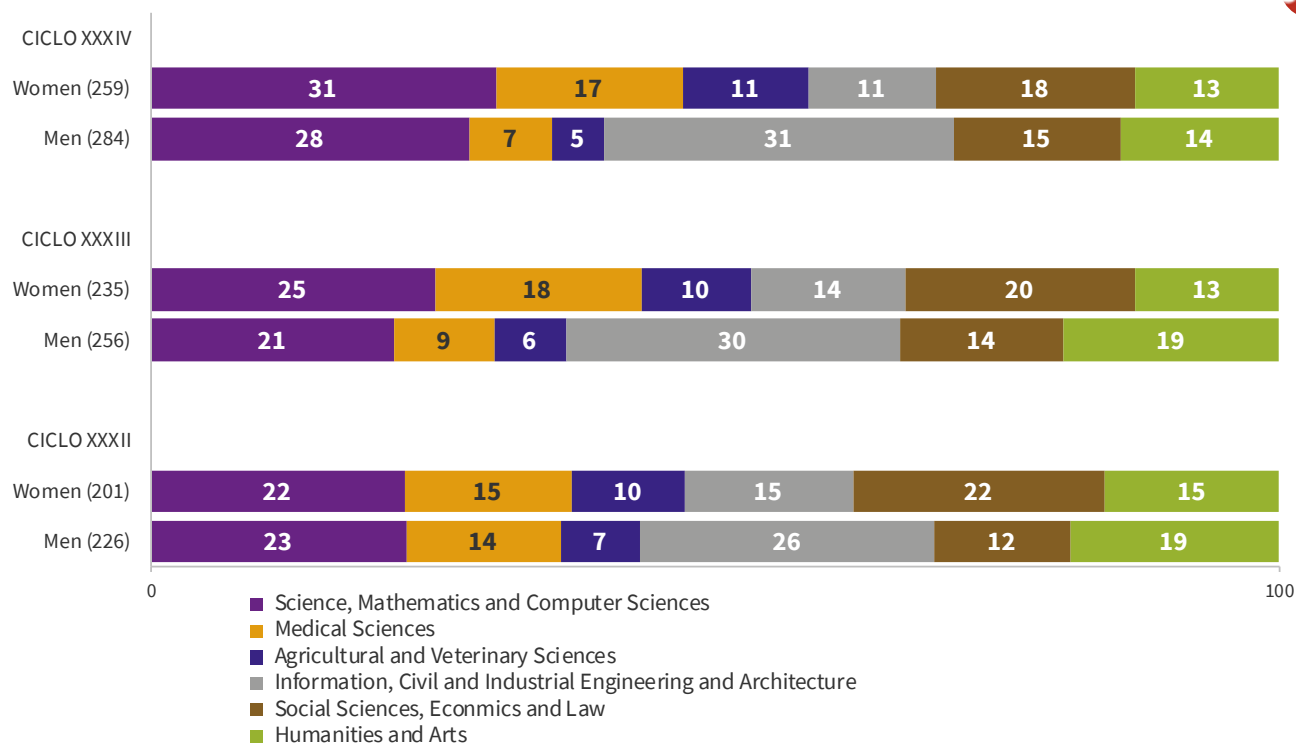


*The survey takes into account the answers provided by graduates who responded to the following question: “What is the net monthly income you earn at your current job?” The question is asked to all graduates who work, regardless of the type of contract (employment with permanent or fixed-term contract, apprenticeship, self-employment, continuative and coordinated collaboration or work by project, occasional collaboration, temporary work, etc.).

Source: AlmaLaurea – 2018 Survey – Occupational status of graduates. The survey for first-cycle graduates is only conducted one year after graduation.

Considering those who decide to embark on a scientific research career through enrolment in PhD courses, the phenomenon of horizontal segregation already noted among male and female graduate students appears again. In all three PhD cycles taken into consideration (XXXII, XXXIII and XXXIV), in fact, there are more women than men in the area of Humanities and Artistic Sciences, while for the area of Information, Industrial and Civil Engineering and Architecture, the opposite is true (Fig. 12).

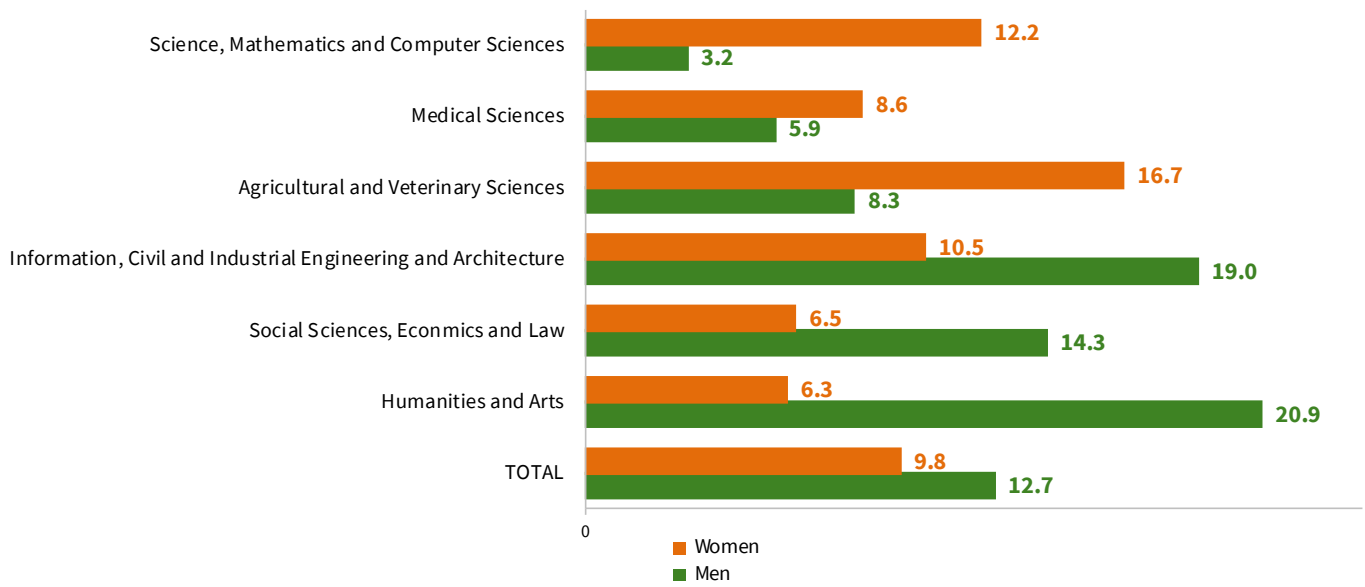
FIGURE 12 – % OF ENROLLED STUDENTS IN THE FIRST YEAR OF A PHD PROGRAMME BY GENDER AND SCIENTIFIC AREA - CYCLES XXXII-XXXIV*



*Enrollment in the first year took place for Cycle XXXII in 2016/17 A.Y., for Cycle XXXIII in 2017/18 A.Y., for Cycle XXXIV in 2018/19 A.Y. The absolute number of cases is shown in parentheses.

With reference to Cycle XXX (i.e. students who enrolled in the first year of their PhD programme in the 2014/15 A.Y.) overall, the drop-out rate was higher for men (12.7%) than for women (9.8%). As can be seen from Fig. 13, the dropout rate is significantly higher for female students in the areas of Science, Mathematics and Computer Sciences and Agricultural and Veterinary Sciences, while in Social Sciences, Economics and Law, Humanities and Arts, and in Information, Civil and Industrial Engineering and Architecture the dropout rate is higher for male students. It should be noted, however, that in the previous PhD cycle (XXIX) the drop-out rate was different compared to cycle XXX. Therefore, caution must be exercised in analysing this phenomenon, which has proven to fluctuate from cycle to cycle.

FIGURE 13 – DROP-OUT RATE OF STUDENTS ENROLLED IN PHD PROGRAMMES BY SCIENTIFIC AREA AND GENDER – CYCLE XXX*

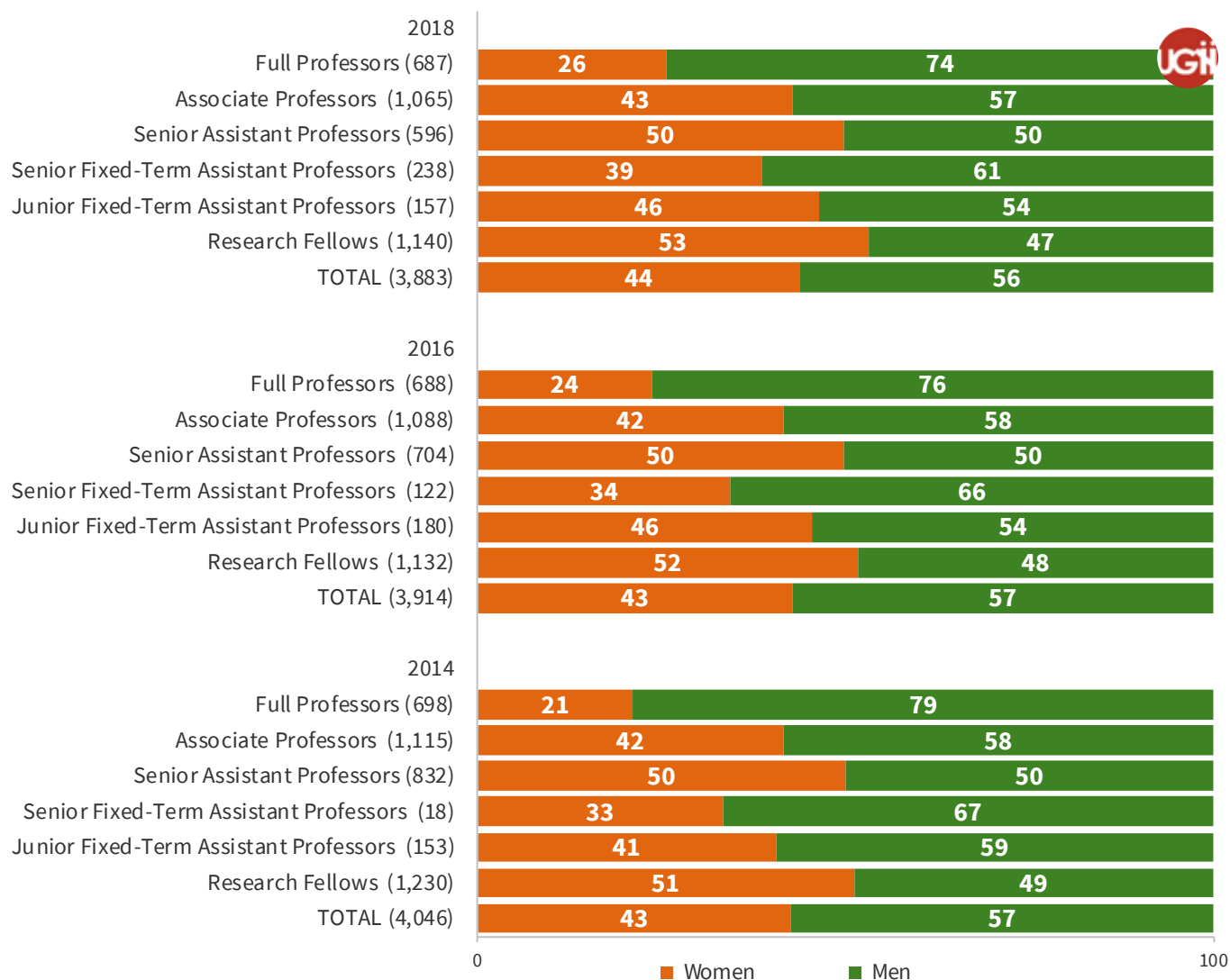


* Enrolment in cycle XXX took place in the 2014/15 A.Y.. The drop-out rate is calculated as a percentage of students in the relevant cohort who have submitted their withdrawal application by May 2019.

3.3 TEACHING STAFF

An analysis of the distribution of the research staff¹⁵ (Fig. 14) highlights that the higher up the role, the lower the presence of women, with the lowest percent of women found among the full professor group (26% in 2018), while for “entry-level” jobs (research fellows and researchers) the relationship between genders is relatively balanced. This shows that, even at the University of Bologna, the well-known phenomena of “vertical segregation” and the “glass ceiling” are at work¹⁶.

FIGURE 14 – % OF RESEARCH STAFF BY ROLE AND GENDER (2014-2018)*



* The absolute number of cases is shown in parentheses.

15. See note 12 above.

16. The former means that women are predominant in the lower levels of the hierarchy, with a progressive reduction in percentage as the hierarchy climbs upward, while the latter refers to the “invisible” barriers existing for women to reach the peak of their careers. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels.

The Glass Ceiling index¹⁷, which compares the percentage of women on the teaching staff with the percentage of women in the professor bracket, provides a summary measure of the degree of vertical segregation at the Alma Mater (Fig. 15). The index shows that gender inequality is still present, though there is a slight reduction, evidenced by the fact that the value went from 1.65 in 2016 to 1.55 in 2018, thus approaching – although slightly, to 1 (which would signal gender equity).

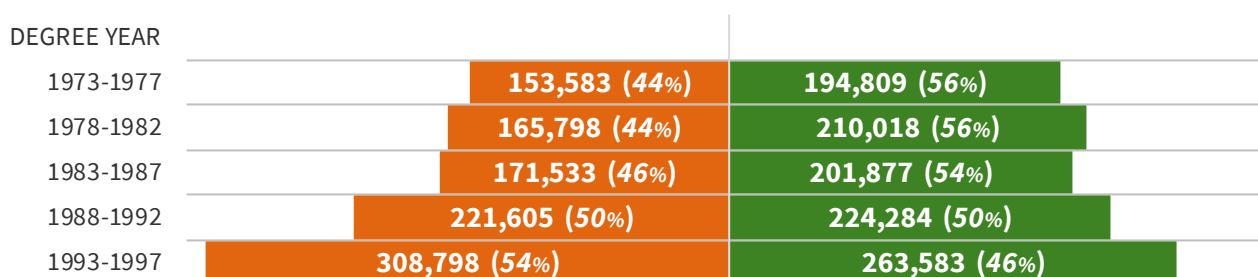
FIGURE 15 – GLASS CEILING INDEX (2016-2018)



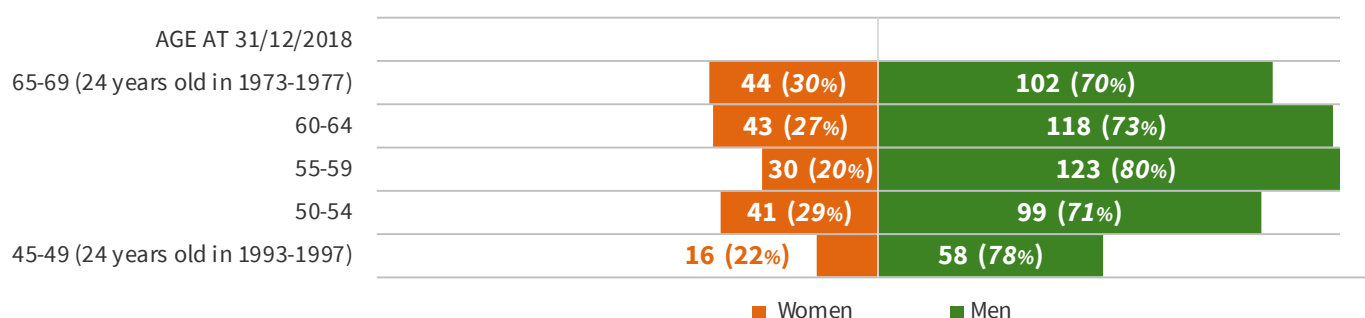
It may be supposed that the over-representation of males among the ranks of full professors simply reflects the gender balance that existed among the cohorts of graduates from which they were drawn. In other words, this vertical segregation would be due to a different participation of men and women in University education during the final three decades of the last century. However, the data (Fig. 16) disproves this hypothesis: the percentage of female graduates in the period 1973-1997, being the population from which the large majority of current full professors was drawn, is rather larger than the percentage of full professors who are women. For example, 46% of graduates in the five-year period 1983-1987 were women, but they only account for 20% of full professors aged 55-59, who were essentially drawn from that graduate population. This highlights the presence of a “glass ceiling” for women following graduation.

FIGURE 16 – GRADUATE STUDENTS AT THE ITALIAN UNIVERSITY SYSTEM (1973-1997 YEARS) AND FULL PROFESSORS OF THE UNIVERSITY OF BOLOGNA (45-69 YEARS), BY GENRE

GRADUATE STUDENTS AT THE ITALIAN UNIVERSITY SYSTEM



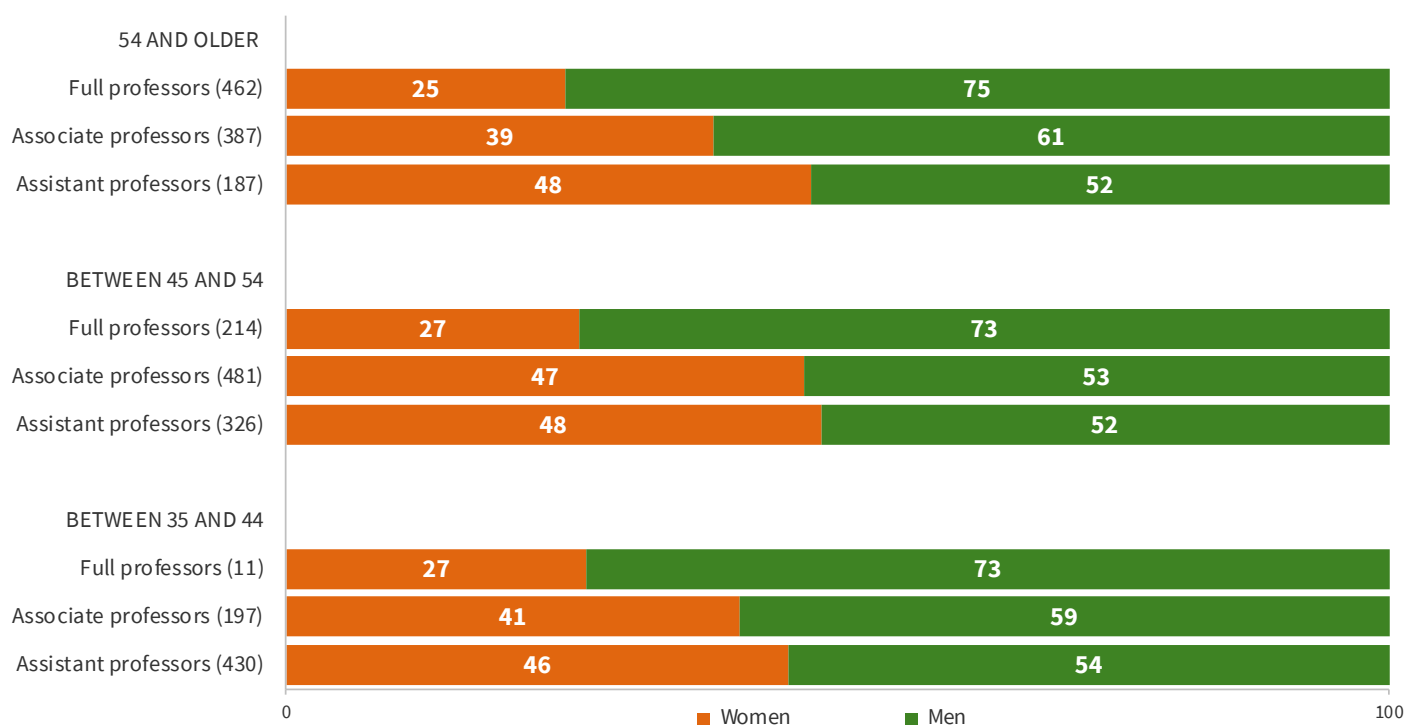
FULL PROFESSORS AT THE UNIVERSITY OF BOLOGNA



17. The Glass Ceiling index is the ratio between the share of women in the teaching staff (level A + level B + level C) and the share of women in the role of full professor (level A). The value of this index can vary from 0 to infinity. An index value of 1 indicates that there is no difference between women and men in terms of the probability of reaching the maximum career level (full professor); an index value lower than 1 means that the share of women in the maximum achievable role (full professor) is higher than their average presence among all teaching staff (level A + level B + level C); an index value higher than one indicates the presence of a “glass ceiling effect”, with women less represented in top positions (level A) than in the overall teaching staff (level A + level B + level C). In general, the greater the value assumed above one on the Glass Ceiling index, the stronger the glass ceiling, and the harder it is for women to take on leading roles within academia. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels, p. 125.

Fig. 17 delves into the relationship between teaching staff role and gender by introducing age as a variable. Both for teachers aged in the 45-54 range and 35-44 range the female share is increasing over full and associate professors, hence indicating that a reduction of vertical segregation is in progress, even if the balance is not yet manifested.

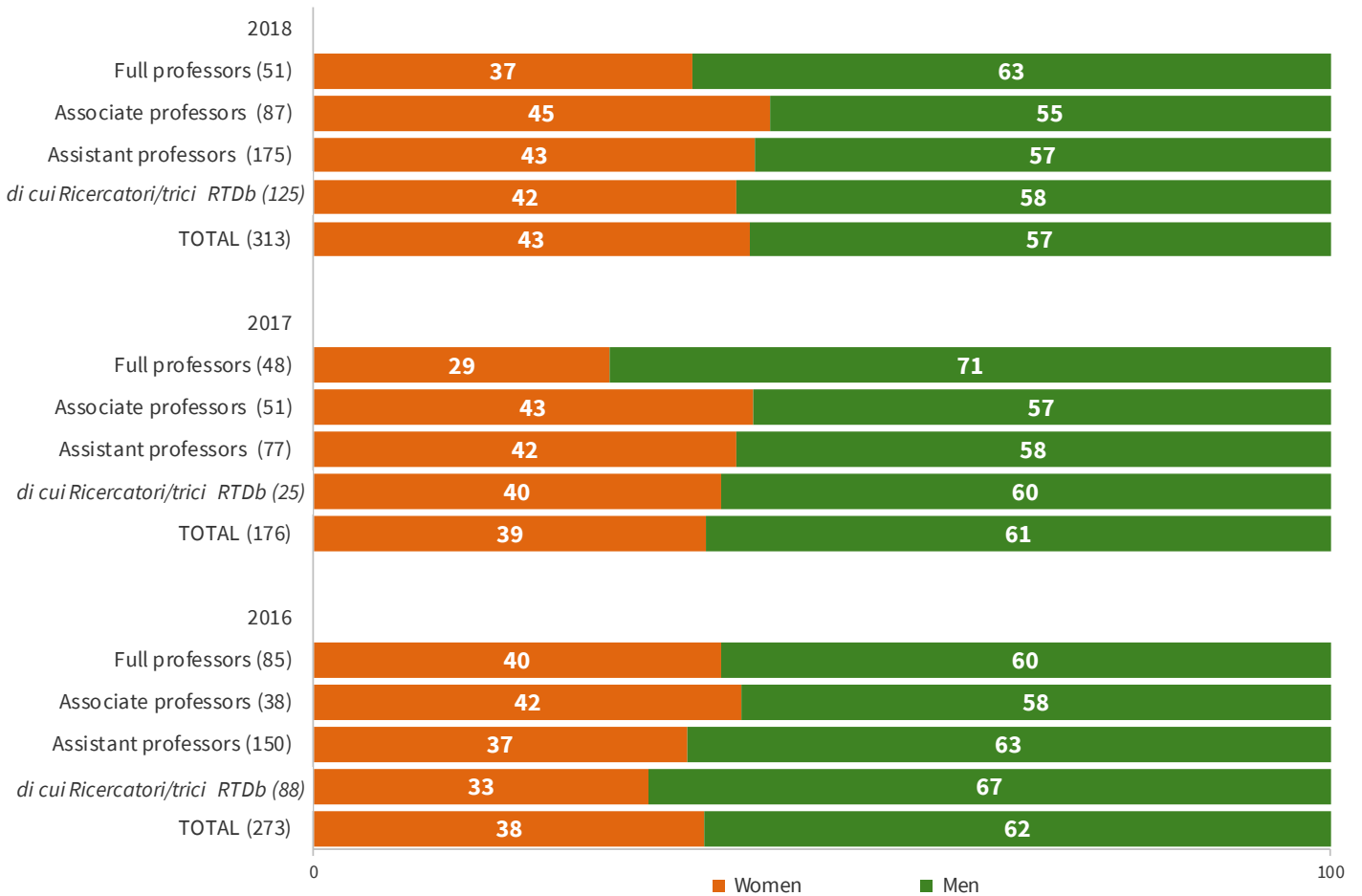
FIGURE 17 – % OF TEACHING STAFF BY AGE, GENDER AND ROLE (2018)*



* Bars for teachers under the age of 35 are not shown as they are so few in number.

Similar conclusions are reached from an analysis of new teaching staff recruited in 2018 from outside or promoted internally (Fig. 18). Considering just this population, vertical segregation to the detriment of women is less evident than at the overall level, but not completely absent.

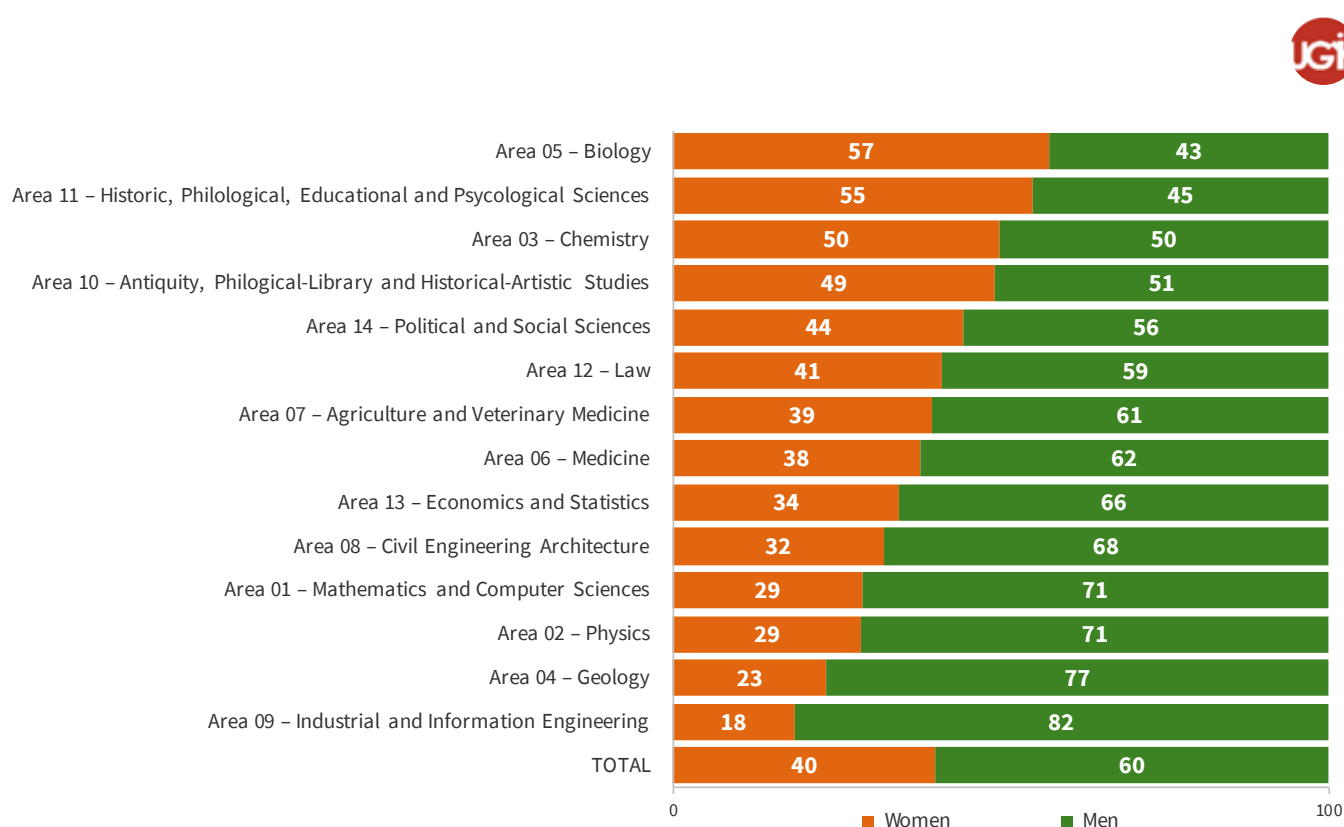
FIGURE 18 – % COMPOSITION OF ENTRANCE* OF TEACHING STAFF BY ROLE AND GENDER (2016-2018)



The analysis of the gender distribution of teaching and research staff in the various CUN areas (Fig. 19) shows a clear male majority) in the five areas of Engineering, Geology, Physics, Mathematics and Computer Science, where men represent the double of women.

Such prevalence exists, though to a lesser degree, in other five other areas, which are: Chemistry and studies relating to antiquity, as well as in the Philological-literary and Historical-artistic fields. Only in Biology and History, Philosophy, Education and Psychology are female teachers more numerous than their male counterparts. Vertical segregation, as discussed above and as it pertains to teaching staff, is joined by horizontal segregation linked to different subjects, as seen among students in 1st or 2nd cycle and PhD programmes (Fig. 2 and Fig. 12).

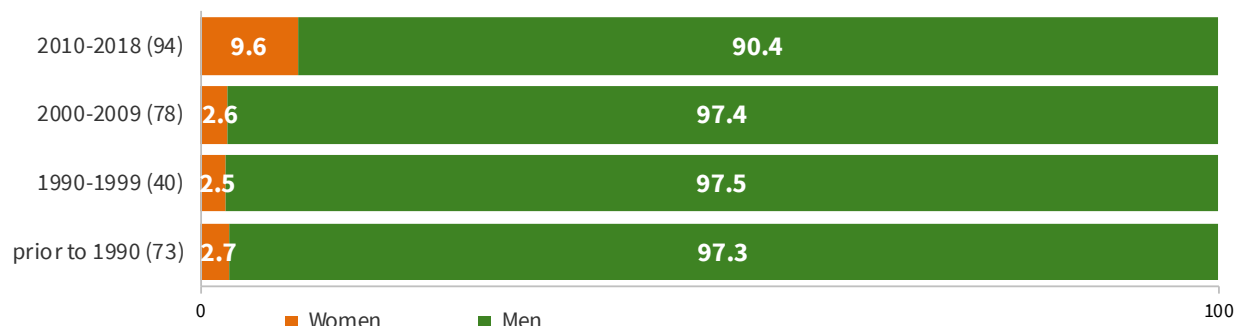
FIGURE 19 – % OF FULL AND ASSOCIATE PROFESSORS, AND RESEARCHERS BY CUN AREA* AND GENDER (2018)



For a more complete picture, it is also useful to consider distribution by gender in the emeritus professor category¹⁸. Since Italian law states that to be recognized with the title of ‘emeritus’, professors must have been full professors for no less than 20 years, it is to be expected that the number of women in this bracket is a product of the gender gap which certainly was quite large in past decades.

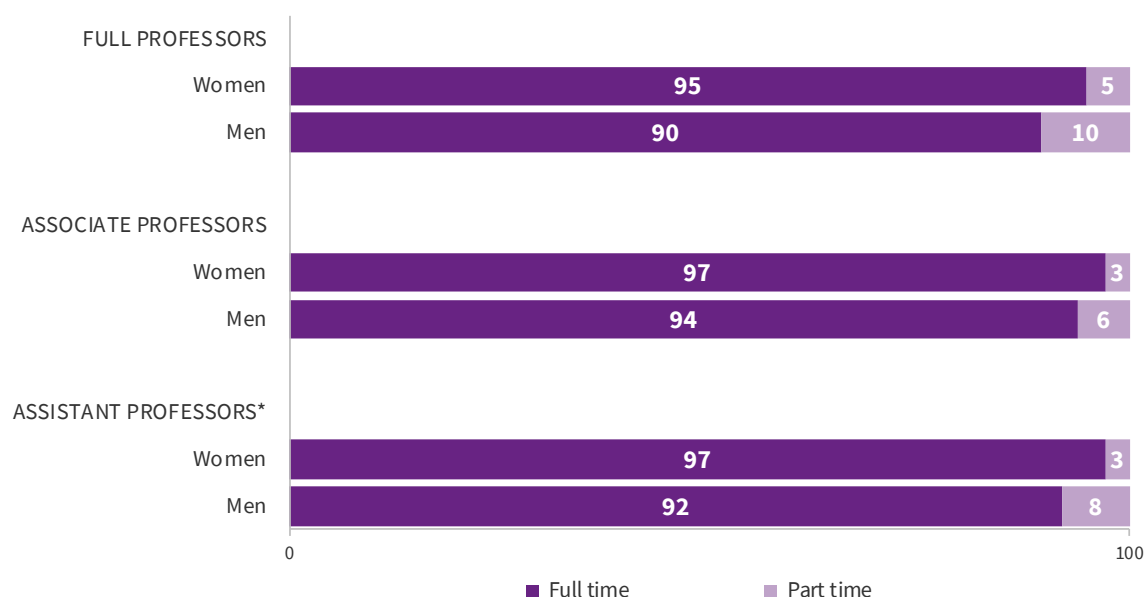
For this reason, gender inequality in the emeritus category is particularly evident. As a case in point, the percentage of emeritus professors appointed before 2010 is less than 3%, increasing in the period 2010-2018 increased being close to 10% (Fig. 20).

18. This academic figure is found, albeit with some differences, in universities all over the world. According to a time-tested international tradition, the title of ‘emeritus’ indicates the highest academic achievement possible, the final recognition of a scientific/academic career of particular, recognized prestige. The title of ‘emeritus’ is attributed pursuant to the regulations of each country; in Italy, the appointment of the ‘emeritus’ title is governed by Royal Decree 31/08/1933 no. 1592. An emeritus professor is often given the right to continue working at the university at his/her choice, and possibly make use of the services of its departments and schools.

FIGURE 20 – % OF EMERITUS PROFESSORS BY PERIOD OF APPOINTMENT AND GENDER*

* The absolute number of cases is shown in parentheses.

Turning to the distribution of teaching staff in terms of commitment, in 2018, the choice of full-time employment was selected by over 90% of male and female teachers in each role. However, the part-time option was more frequent for male teachers, especially for full professors (Fig. 21). It should be noted that the choice of the fixed term option is also linked to the possibility of exercising a second freelance professional activity, covering external tasks that are otherwise incompatible with academic ones.

FIGURE 21 – % OF TEACHING STAFF BY AGE, GENDER AND COMMITMENT (2018)

* Includes senior assistant professors as well as fixed-term senior and junior assistant professors.

The distribution of the teaching staff in terms of department and role points to the interplay of vertical and horizontal segregation (Tab. 2). In 2018, the number of female full professors was higher than that of male full professors only in four departments, of a total of 32 (Modern Languages, Literatures and Cultures; Psychology; Statistical Sciences “Paolo Fortunati”; Education Studies “Giovanni Maria Bertin”). Only three departments had the same number of female and male full professors: the Department of Philosophy and Communication Studies”, the Department of Interpreting and Translation, and the Department of History and Cultures. In the remaining 25 departments, male full professors prevail, very often in marked numbers (in 22 departments, there are twice as many male full professors compared to their counterparts (including the case of Industrial Engineering in which there are no female full professors). It should be noted that for some subjects, the gender ratio of teachers is very different from the distribution of students, starting from the Humanities, where the notable presence of female students is not reflected in the teaching staff.

TABLE 2 – COMPOSITION OF TEACHING STAFF BY DEPARTMENT, ROLE AND GENDER

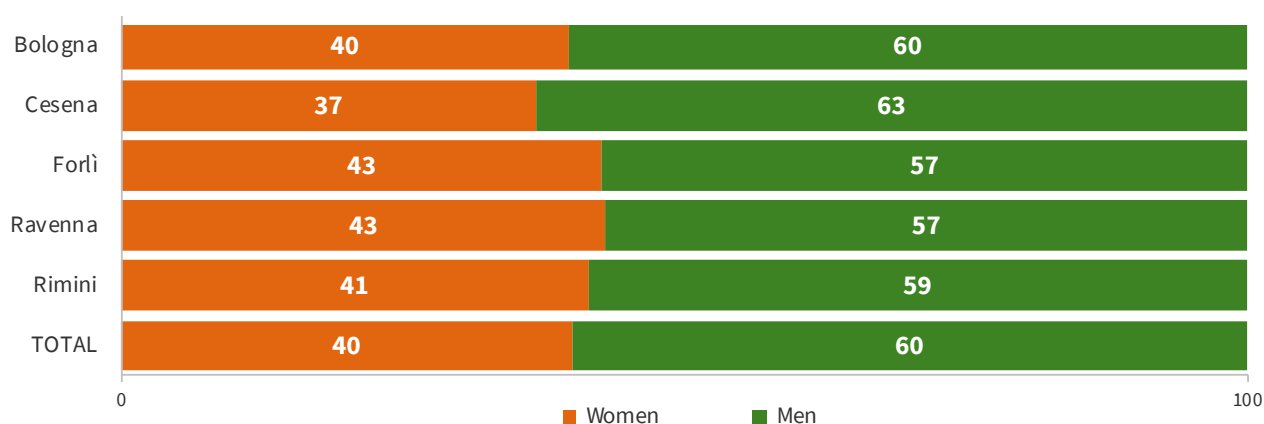
DEPARTMENT	Full Professors		Associate Professors		Researchers*		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Architecture – DA	1	10	7	12	8	10	16	32
Arts – DARVIPEM	2	8	10	18	7	11	19	37
Cultural Heritage – DBC	5	12	10	7	5	7	20	26
Chemistry “Giacomo Ciamician” – CHIM	6	14	20	14	12	8	38	36
Industrial Chemistry “Toso Montanari” – CHIMIND	2	5	11	22	10	8	23	35
Pharmacy and Biotechnology – FABIT	7	12	25	17	34	21	66	50
Classical Philology and Italian Studies – FICLIT	5	12	9	17	8	13	22	42
Philosophy and Communication Studies – FILCOM	7	7	12	10	4	10	23	27
Physics and Astronomy – DIFA	4	19	15	31	13	29	32	79
Computer Science and Engineering – DISI	3	30	5	23	6	17	14	70
Civil, Chemical, Environmental, and Materials Engineering – DICAM	1	20	15	26	19	26	35	72
Electrical, Electronic, and Information Engineering “Guglielmo Marconi” – DEI	2	27	7	38	7	28	16	93
Industrial Engineering – DIN	-	24	5	25	6	30	11	79
Interpreting and Translation – DIT	6	6	20	6	6	6	32	18
Modern Languages, Literatures and Cultures – LILEC	8	5	14	8	17	7	39	20
Mathematics – MAT	11	27	15	17	5	9	31	53
Experimental, Diagnostic, and Specialty Medicine – DIMES	4	19	18	26	43	27	65	72
Psychology – PSI	8	5	15	13	12	3	35	21
Management – DISA	4	24	16	20	8	16	28	60
Biological, Geological and Environmental Sciences – BIGEA	3	11	9	10	18	22	30	43
Biomedical and Neuromotor Sciences – DIBINEM	8	14	19	22	34	33	61	69
Education Studies “Giovanni Maria Bertin” – EDU	6	5	20	10	24	8	50	23
Agricultural and Food Sciences – DISTAL	7	25	19	30	20	41	46	96
Economics – DSE	8	33	8	25	7	11	23	69
Legal Studies – DSG	16	43	21	17	21	24	58	84
Medical and Surgical Sciences – DIMEC	2	24	13	42	25	30	40	96
Veterinary Medical Sciences – DIMEVET	5	16	27	20	24	19	56	55
Life Quality Studies – QUVI	2	5	7	10	10	12	19	27
Political and Social Sciences – SPS	10	17	20	23	8	11	38	51
Statistical Sciences “Paolo Fortunati” – STAT	10	8	16	16	12	6	38	30
Sociology and Business Law – SDE	3	12	10	13	14	9	27	34
History and Cultures – DISCI	11	11	19	20	17	15	47	46
TOTAL	177	510	457	608	464	527	1,098	1,645

* Includes senior assistant professors as well as fixed term senior and junior assistant professors.



It should be noted that in all the 5 Campuses of the University of Bologna, the percentage of male professors prevails, with numbers that in 2018 are all close to 60% (Fig. 22).

FIGURE 22 – TEACHING STAFF BASED ON ASSIGNED CAMPUS AND GENDER (2018)



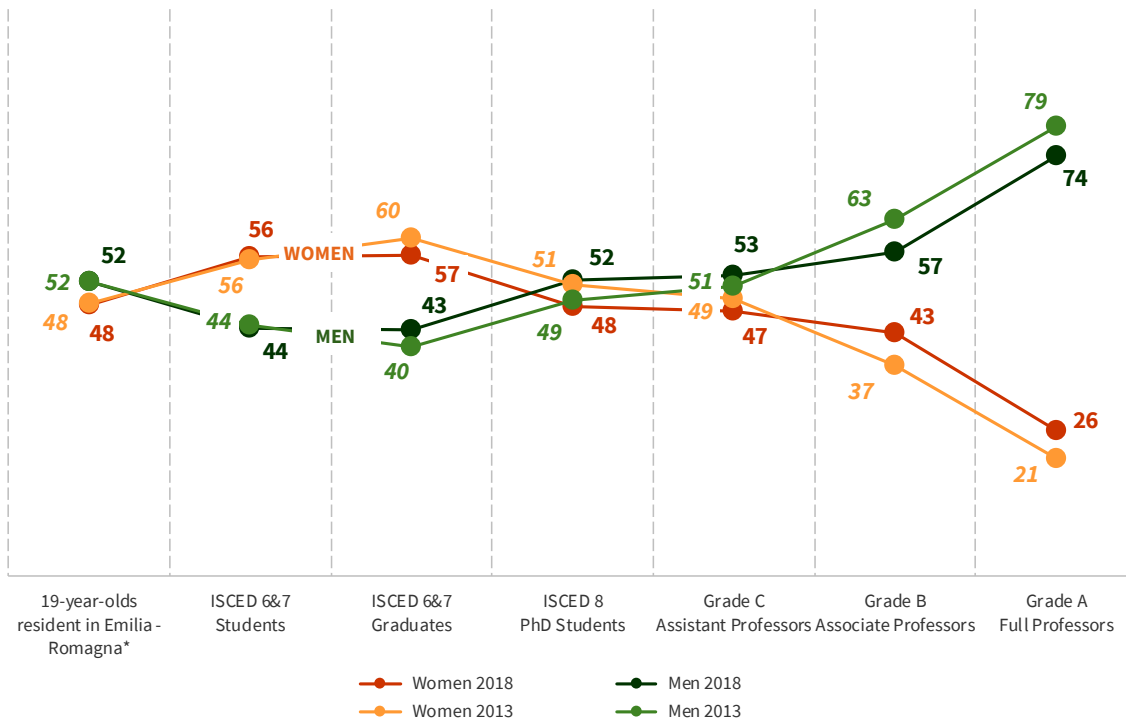
If we look at the progression of a typical academic career, which starts from the position of student, passing through that of doctoral student to that in which an appointment is made (researcher, associate professor or full professor) we can see the so-called leaky pipeline phenomenon at work. In fact, in Italy women are 48% of the 19-year-old population (i.e. the potential registered students), while, for the University of Bologna, in 2018, the female share is 56% among the students and 57% among the graduates – a circumstance which attests to their greater investment in training (Fig. 23).

When we move on to later career stages, however, the percentage of women decreases progressively, almost reaching parity (48%) among PHD students at the first year, and falling to 47% among researchers, 43% among associate professors and 26% among full professors. Nationally (Fig. 24), the results are very similar, as well as at European level, where – in reference to 2016 (last update available¹⁹) – the share of women is 55% among students, 59% among graduates, 48% among PHD students, 46% among researchers, 40% among associate professors, and 24% among full professors.

This progressive reduction in the presence of women probably affects both vertical segregation and personal and family-related life choices often made at the age in which an academic career begins to take shape, and which is still conditioned by the existence of deeply rooted gender stereotypes.

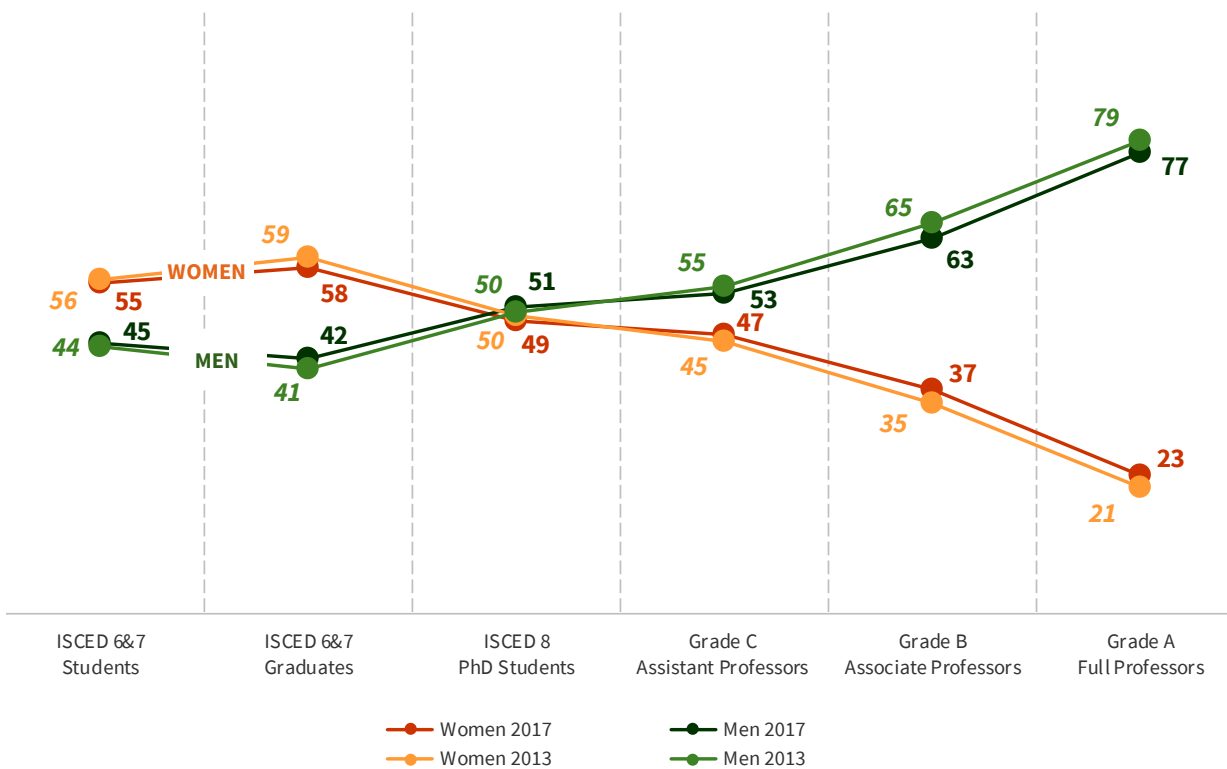
19. Cfr EU – Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels, p. 116.

FIGURE 23 – % OF WOMEN AND MEN IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA – STUDENTS AND TEACHING STAFF – 2013 AND 2018



* This is the population resident in the Region Emilia-Romagna at the age of 18 years old at 1/1/2013 and at 1/1/2018.

FIGURE 24 – % OF WOMEN AND MEN IN A TYPICAL ACADEMIC CAREER IN ITALY – STUDENTS AND TEACHING STAFF 2013 AND 2017

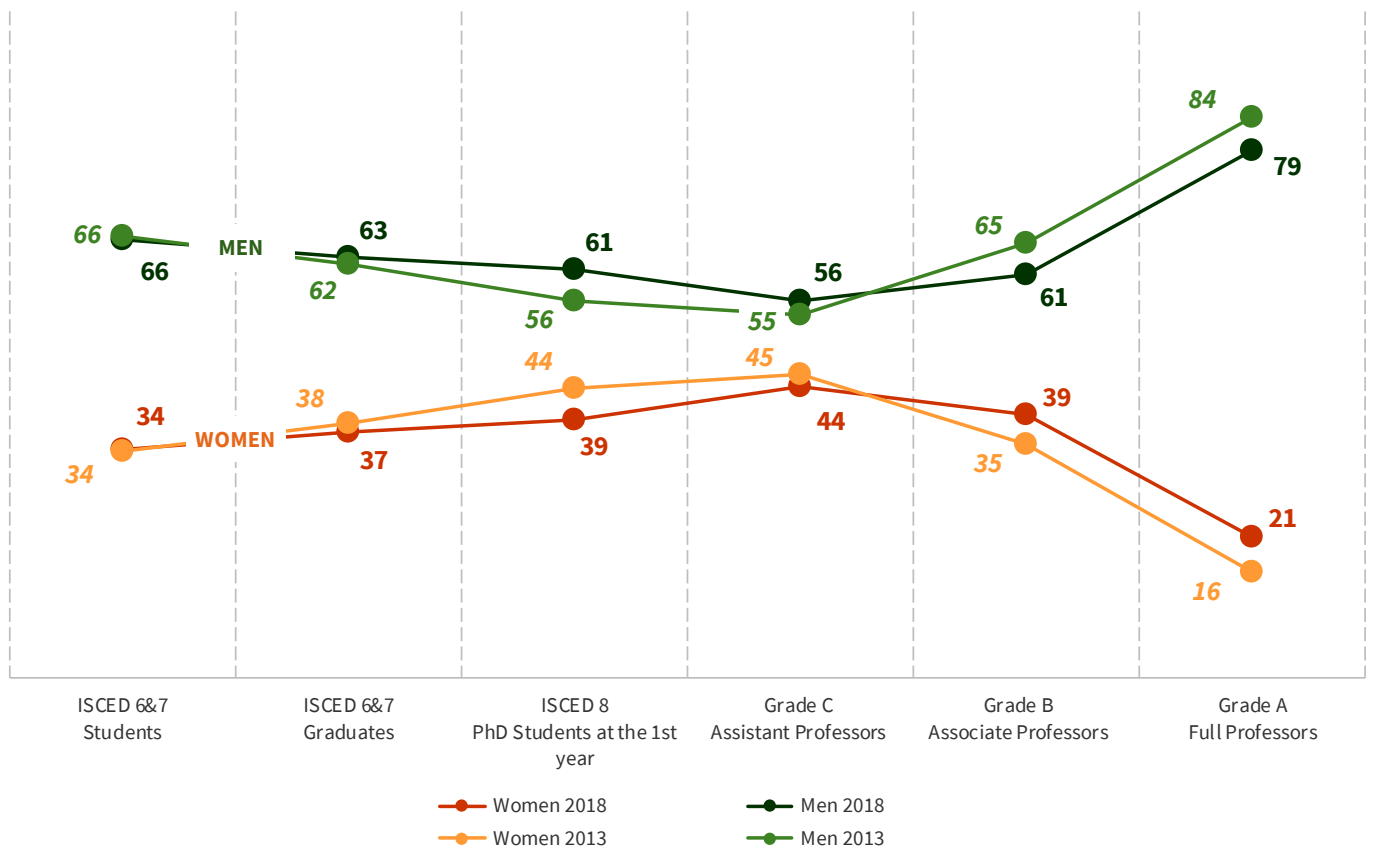


An analysis of academic careers limited to STEM disciplines (*Science, Technology, Engineering and Mathematics*) once again proves the existence of the *leaky pipeline* effect, joined by the effect of horizontal segregation by area of study (Fig. 25). Therefore, between students at the first year and graduates today, women are still little more than a third of the total number and, also as a consequence of their successful studies and motivational factors, the female share rises to 39% among PHD students and to 44% among assistant professors. Starting from the role of Assistant professors, there are progressively fewer women, falling to 21% for the full professor category. These data, while

not showing in the Alma Mater an equal representation of gender in career, show higher results of female in the academic career than those recorded on a European scale²⁰, where the female share is 35% among assistant professors, 28% among associate professors and 15% among ordinary professors.

20. PRAGES – Cacace M. (2009), Guidelines for Gender Equality Programmes in Science. Practising Gender Equality in Science.

FIGURE 25 – % OF WOMEN AND MEN IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA IN THE STEM AREAS (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) – STUDENTS AND TEACHING STAFF – 2013 AND 2018



An analysis of leave days taken by teaching staff highlights different trends in relation to gender and role considered (Tab. 3 and Fig. 26).

It is worth to note that leave days related to “Paid maternity, paternity, parental, and sick child leave” were only almost requested by women which are assistant professors.

This data point must be considered in relation to the younger age of individuals in this role.

TABLE 3 – LEAVE DAYS* TAKEN BY TEACHING STAFF (2018)

	Full Professors		Associate Professors		Researchers	
	Women	Men	Women	Men	Women	Men
Teaching staff	177	510	457	608	464	527
PAID LEAVE						
Paid sick leave	701	613	1,132	651	548	909
Paid leave, pursuant to Law 104 to provide assistance to sick**	16	–	30	52	43	6
Paid maternity, paternity, parental, and sick child leave***	–	–	791	49	2,744	15
Other paid leave	847	806	285	856	198	–
UNPAID LEAVE****	919	3,796	973	2,668	1,892	2,762
TOTAL	2,483	5,215	3,211	4,276	5,425	3,692

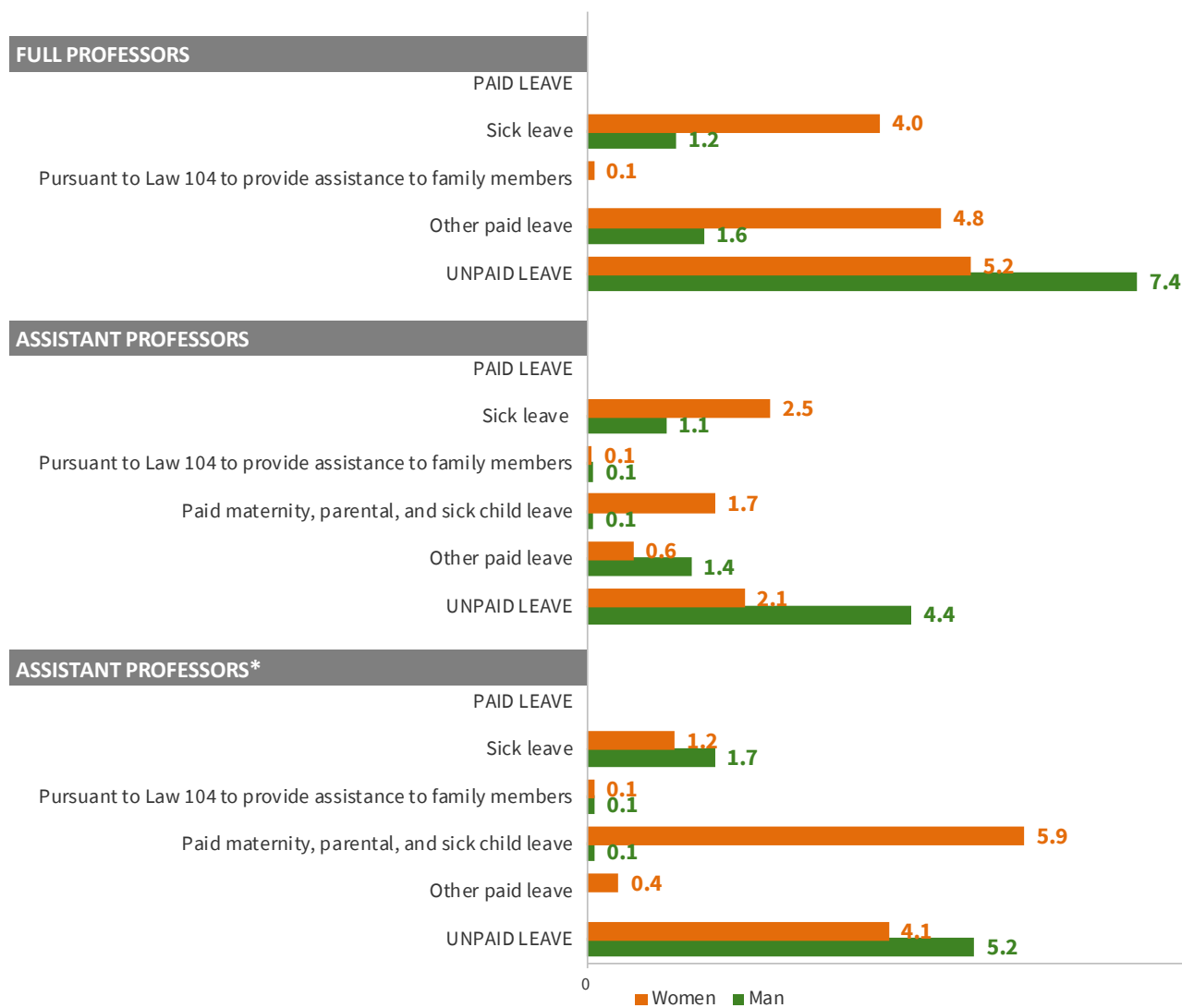
Source: University Staff database. * Excluding vacation leave or strikes.

** Italian Law 104/1992, “framework law for assistance, social integration and the rights of persons with disabilities”.

*** The following items are included: early maternity leave, including days for prenatal visits; compulsory maternity leave; mandatory paternity leave; parental leave (both mother and father, so-called “voluntary paid leave”); leave to care for children with severe disabilities; hourly reduction for breastfeeding, calculated in days; paid sick child leave, compensated at 100% or 30% of the salary.

**** The following items are included: unpaid sick child leave; unpaid parental leave.

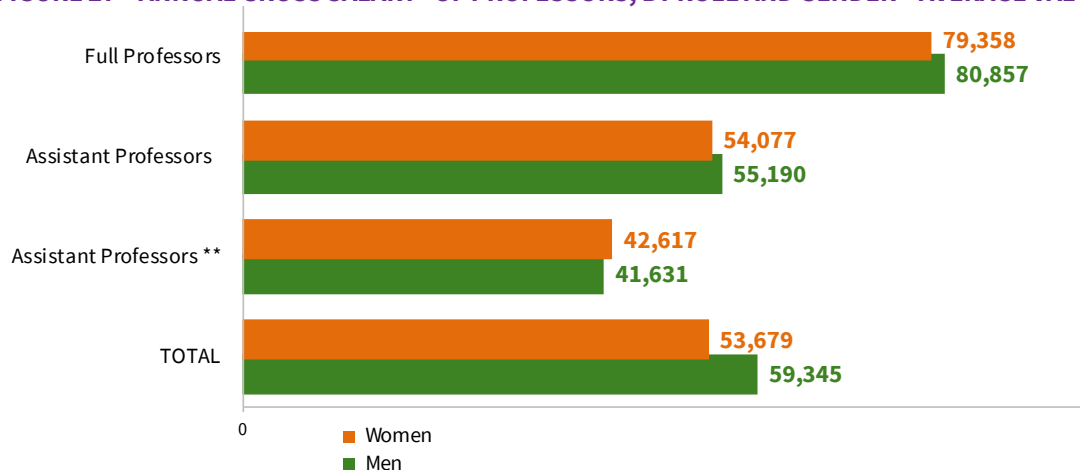
FIGURE 26 – LEAVE DAYS TAKEN BY TEACHING STAFF – AVERAGE VALUES (2018)



*Includes: senior assistant professors as well as fixed-term senior and junior assistant professors.

An analysis of average annual salaries allocated by gender (Fig. 27) shows an annual gender pay gap of € 5,700 to the detriment of women, attributable to there being fewer women in the highest roles - in particular among full professors. In fact, within the same bracket, the differences between male and female professors are on average reduced and depend on seniority in the role. For Researchers only, the average annual salary received by women is higher than that of men.

FIGURE 27 – ANNUAL GROSS SALARY* OF PROFESSORS, BY ROLE AND GENDER – AVERAGE VALUES (2018)



* The figure is calculated using average gross salary (which includes fixed items, allowances and ancillary items, excluding hospital items) of staff working all months of the year.

** Includes: senior assistant professors as well as fixed-term senior and junior assistant professors.

With reference to those who hold a position of scientific responsibility in project teams invited to negotiate on the H2020 European funding programme in the last three years, there is a clear majority of men, who represent more than two thirds of the total (Tab. 4). Shifting the analysis to details concerning roles of scientific responsibility for projects in which the University of Bologna holds the role of coordinator the percentage of women grows (in fact, women are 42% of the total in 2018 and 70% in 2017), which could be linked to the better coordination and relationship skills that are often attributed to women (e.g., PRAGES, 2009).

TABLE 4 – NUMBER OF H2020 PROJECTS INVITED TO NEGOTIATE IN THE LAST THREE YEARS (2016-2018), BROKEN DOWN BY GENDER OF THE SCIENTIFIC SUPERVISOR*



	Year of invitation to negotiate								
	2018			2017			2016		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
Scientific Project Supervisor	29%	71%	33	33%	67%	43	28%	72%	32
<i>of them, UniBo coordinated projects</i>	11%	89%	9	70%	30%	10	18%	82%	11

* The data shown in the table refer to the year in which various projects were “invited to negotiate”, an invitation that normally leads to the signing of a grant agreement related to the loan. Includes projects in which the University of Bologna appears in the roles of: coordinator, partner, third party.

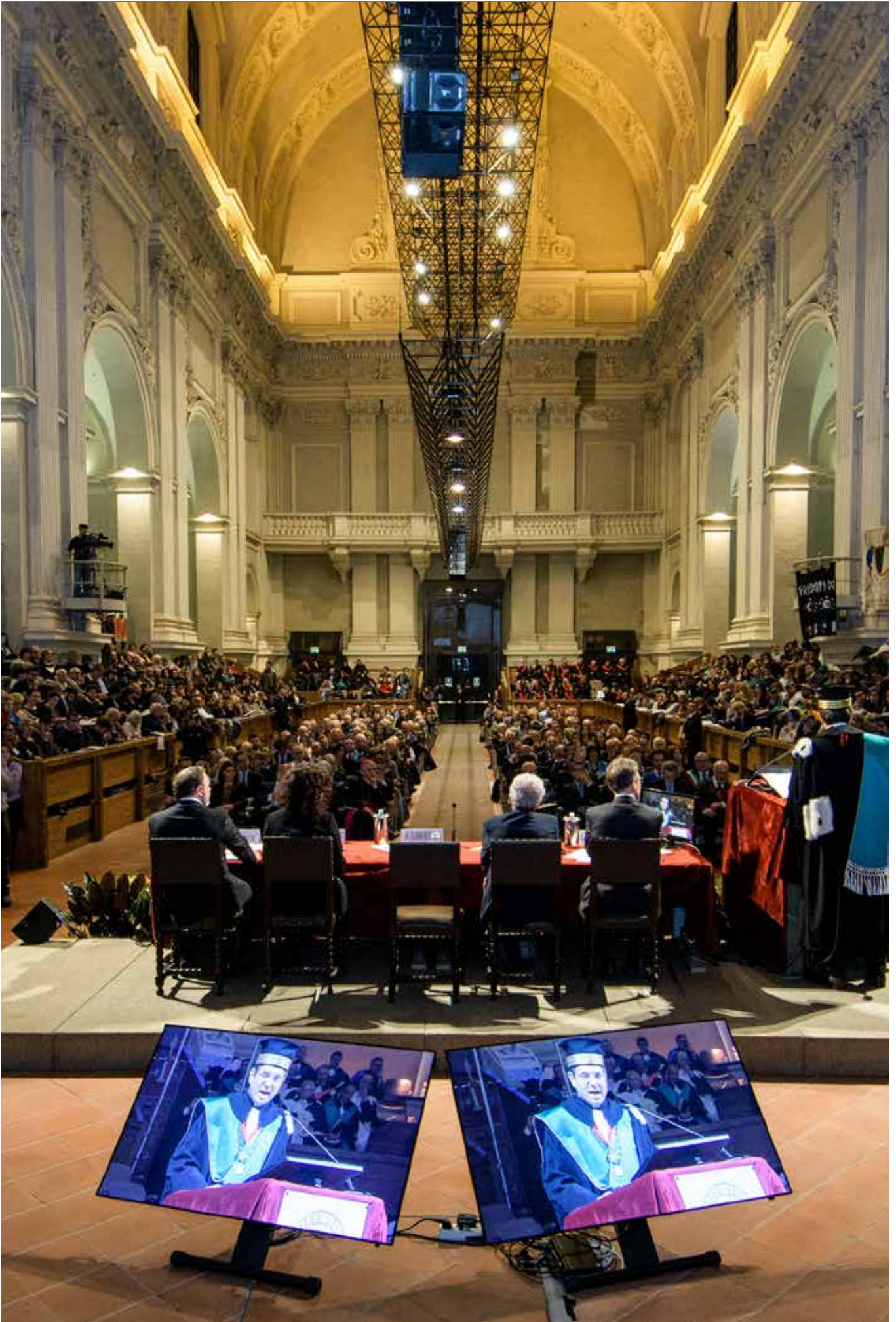
The gender distribution of staff with a role of scientific responsibility in projects funded by national programmes in the three-year period from 2015 to 2017 (SIR in 2015 and PRIN in 2016 and 2017) shows a male bias in the last two years, except in the case of the 2015 SIR, in which the number of female managers was equal to 60% of the total (Tab. 5). Restricting the field of analysis to projects with university professors acting as local managers confirms the overrepresentation of men.

TABLE 5 – PRIN, SIR AND FUTURO IN RICERCA PROJECT MANAGERS, BY YEAR AND GENDER (2015-2017*)

	Year of invitation to negotiate								
	2017 – PRIN			2016 – PRIN			2015 – SIR		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
UNIBO National Coordinators/Principal Investigator for SIR	18%	83%	40	28%	72%	25	60%	40%	10
<i>No. of local UNIBO managers**</i>	30%	70%	135	31%	69%	72	–	–	–

* The results for the three-year 2015-2017 period are shown; 2018 data (PRIN) are not yet available.

** The number of local managers includes the operational unit of the national coordinator, since the coordinator fills out two forms, one as coordinator and another as local.



3.4 TECHNICAL AND ADMINISTRATIVE STAFF

Unlike the teaching staff, where the numbers illustrate a clear majority of men, women prevail in the Technical and Administrative staff (TA) and among lecturers and foreign language instructors (CEL, for its initials in Italian), making up 66% in the TA staff and 79% of CELs (Tab. 6 and Fig. 28). Within the TA staff category, the female share tends to decrease as the professional level increases, up to the managerial level (8 men against 7 women). This trend shows that the vertical segregation effect is

at work in this context, though less obvious than what was found for teaching staff. With regards to staff with position compensation, no gender inequity is manifested since the percentage of women among the owners (65%) is equal to the overall female share within TA staff. The agricultural worker category also is dominated by men, in this case highlighting horizontal segregation, with men in occupations that have been associated, historically and culturally, with male stereotypes. The distribution by gender indicated above remains almost stable during the three-year 2016-2018 period.

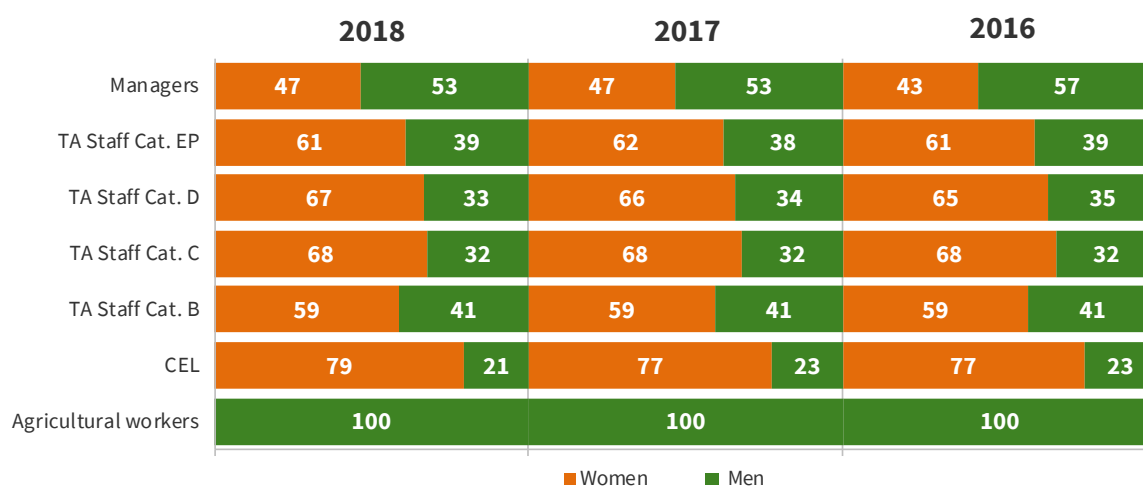
TABLE 6 – MANAGERIAL STAFF, TA STAFF AND CELS* BY ROLE AND GENDER (2016-2018)

	2018		2017		2016	
	Women	Men	Women	Men	Women	Men
Managers	7	8	7	8	6	8
TA Staff (Cat. EP, D, C, B)	1,871	967	1,897	982	1,925	1,009
of which EP	100	65	109	67	105	67
of which D	636	318	608	314	595	314
of which C	950	454	980	464	1,019	485
of which B	185	130	200	137	206	143
of them with fixed term contracts	34	21	80	37	141	60
TA staff with position compensation**	197	108	191	107	196	109
CEL	58	15	55	16	56	17
Agricultural workers	-	5	-	6	-	6
TOTAL	1,936	995	1,959	1,012	1,987	1,040

*Includes staff with permanent and fixed-term contracts.

**TA staff with assignment pursuant to art. 75 and art. 91 paragraph 3 of the CCNL 16.10.2008 (current).

FIGURE 28 – % OF MANAGERIAL STAFF, TA STAFF AND CELS* BY ROLE AND GENDER (2016-2018)

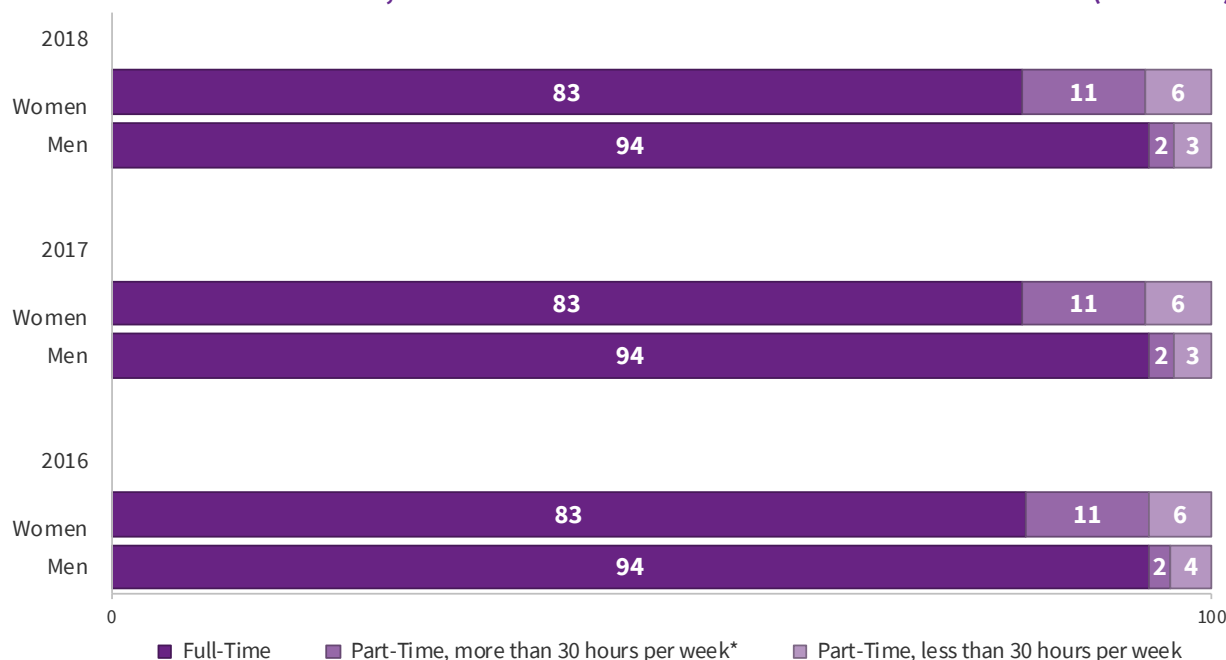


*Includes staff with permanent and fixed-term contracts.

** TA staff with assignment pursuant to art. 75 and art. 91 paragraph 3 of the CCNL 16.10.2008 (current).

An examination of the distribution of TA staff according to contract type (fixed-term and permanent contracts) shows that, in the three-year period, the number of part-time workers remained stable and smaller compared to those with full-time employment. In proportion, it is mainly women who have part-time contracts: in fact, in 2018, 17% of female TA staff chose part-time employment versus 6% of men (Fig. 29).

FIGURE 29 – % OF MANAGERIAL STAFF, TA STAFF AND CELS BY TYPE OF COMMITMENT AND GENDER (2016-2018)



* More precisely, we refer to staff with part-time contracts of no less than 83.3%

Tables 7 and 8 show the evolution of voluntary parental leave and sick leave for managerial staff, TA staff and CELs by gender. As seen below, it is generally women taking such leave. The data must, however, be interpreted taking into account the numerical starting point of staff broken out by gender (see Tab. 6).

TABLE 7 – EVOLUTION OF VOLUNTARY PARENTAL LEAVE AND SICK LEAVE FOR MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER (2016-2018)*

	Voluntary parental leave compensated at 100%				Voluntary parental leave compensated at 30%				Unpaid voluntary parental leave			
	Women		Men		Women		Men		Women		Men	
	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees
2018	580	45	241	28	2,061	126	178	19	710	81	153	10
2017	916	56	319	32	2,512	135	96	13	674	74	81	9
2016	897	55	256	23	3,210	144	120	14	504	62	99	13

* Data Source: APOS – Personnel Division, University of Bologna.

TABLE 8 – EVOLUTION OF SICK CHILD PARENTAL LEAVE FOR MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER (2016-2018)*

	Sick child parental leave compensated at 100%				Unpaid sick child parental leave			
	Women		Men		Women		Men	
	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees
2018	1,010	87	249	40	80	28	1	1
2017	1,133	105	261	37	92	31	2	2
2016	1,315	115	295	40	171	33	5	2

* Data Source: APOS – Personnel Division, University of Bologna.

Table 9 shows the total days of leave disaggregated on the basis of different leave categories. As is plain to see, the absolute number of leave days taken by women is clearly higher than those for men; of course, in interpreting the data, it is necessary to consider the baseline staff size by gender, in which women are more prevalent in TA and CEL staff categories (Tab. 6). In fact, the comparison between women and men in Fig. 30, which shows the average number of leave days by gender, is a more balanced representation.

TABLE 9 – LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER (2018)*

	Women	Men
PAID LEAVE		
Paid sick leave	18,919	6,492
Paid leave, pursuant to Law 104 to provide assistance to family members**	4,157	1,698
Paid leave, pursuant to Law 104 to obtain medical care for self**	1,596	885
Paid maternity, parental, and sick child leave***	7,608	672
Other paid leave	10,209	4,865
OTHER UNPAID LEAVE****	4,823	2,794
TOTAL	47,311	17,405

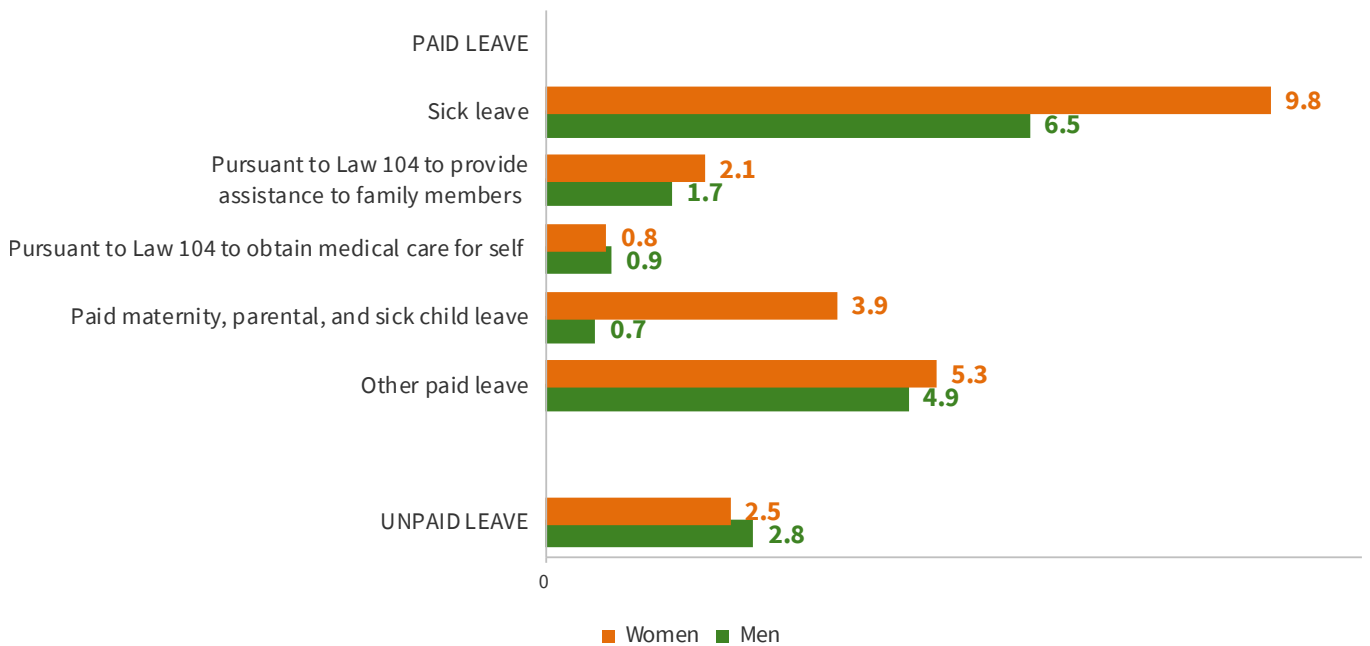
*Source: University Staff Database.

**Law 104/1992, “framework law for assistance, social integration and the rights of persons with disabilities”.

*** The following items are included: early maternity leave, including days for prenatal visits; compulsory maternity leave; mandatory paternity leave; parental leave (both mother and father, so-called voluntary paid leave); leave to care for children with severe disabilities; hourly reduction for breastfeeding (calculated in days); paid sick child leave, compensated at 100% or 30%.

**** The following items are included: unpaid sick child leave; unpaid parental leave.

FIGURE 30 – AVERAGE LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS* BY GENDER (2018)**

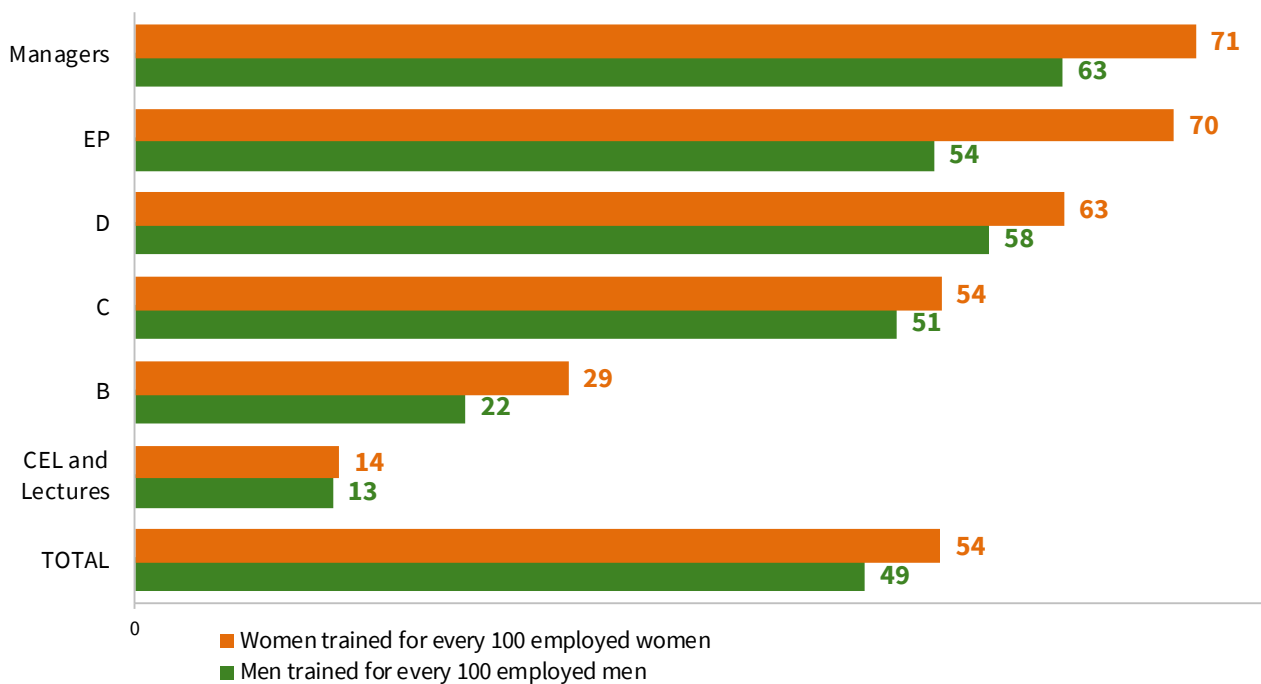


* Including agricultural workers.

** Disaggregated data on TA staff leave can be viewed in the “Transparent Administration” section of the University of Bologna website: <https://www.unibo.it/it/ateneo/amministrazione-trasparente/personale/tassi-di-assenza/tassi-di-assenza>.

A gender analysis of the number of staff members trained²¹ with respect to the different labour categories (Fig. 31) in 2018 shows that, overall, 54% of women and 49% of men received training. The percentage of trained personnel is higher for women in each contractual category.

FIGURE 31 – % OF TRAINED MANAGERIAL STAFF, TA STAFF AND CELS, BY CONTRACT CATEGORY AND GENDER (2018)



21. These are personnel who have received at least one training opportunity during the year. The data concern exclusively the training and professional updating activities that allow the updating of the person's training curriculum; therefore, participation in higher education courses such as internships abroad, masters and advanced training courses is excluded.

3.5 UNIVERSITY BODIES AND TOP POSITIONS IN RESEARCH AND TEACHING

An analysis of various university bodies (in office as of 31/12/2018) shows an imbalance between genders, in favour of men (Tab. 10 and Fig. 32). Men make up 61% of all university bodies, while they are the only members or the majority of the total members in ten of the thirteen bodies analysed. In particular, single-member bodies are always occupied by men: Rector, Director General, and Student Ombudsman.

In the University Senate and in the Board of Governors, about a third of its members are women, while in the Evaluation Group the female quota is 40%. It is worth to note the reduced presence of women (9 out of 33, while at the end of 2017 there were 14 out of 33) within the Student Council, despite the principle of equal gender opportunities recommended by University Statute (Art. 11, par. 1).

Compared to the general trend shown above, only Vice Rectors, members of the Board of Auditors and the CUG show either equal gender distribution or a majority of women. Considering that, compared to 2017, the gender imbalance has also increased in relation to the representatives of the students in the University Senate and on the Board of Governors, during last year the ratio of women/men among the students in the internal the University Bodies decreased from a total of 18 against 23 to 9 against 30. The only three bodies which are close to the parity are the Vice-Rectors (4 women and 4 men), the Technical and Administrative Staff Council (14 women and 10 men - but it should be borne in mind that women they represent 66% of TA and CEL Personnel). On the contrary, on the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work women are clearly in the majority.



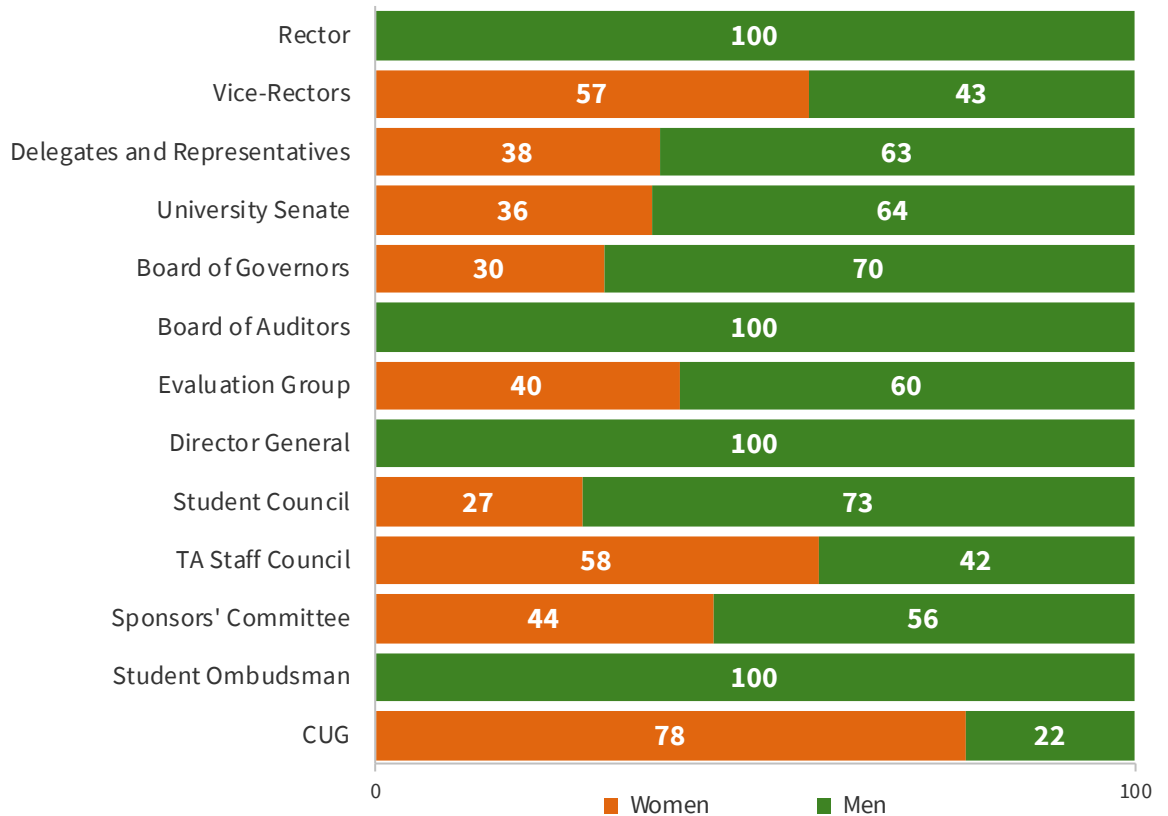


TABLE 10 – COMPOSITION OF UNIVERSITY BODIES AS OF 31/12/2018, BY GENDER

	Women	Men	TOTAL
1 – Rector	–	1	1
2 – Vice Rectors	4	3	7
3 – Delegates and Representatives	9	15	24
4 – University Senate, of which:	12	21	33
<i>President (Honourable Rector)</i>	–	1	1
<i>member of Heads of Department</i>	2	8	10
<i>member of Professors and Researchers</i>	8	6	14
<i>member of TA Staff</i>	2	1	3
<i>member of Student Representative</i>	–	5	5
5 – Board of Governors, of which:	3	7	10
<i>President (Honourable Rector)</i>	–	1	1
<i>internal members</i>	1	4	5
<i>external members</i>	2	1	3
<i>members of Student Representative</i>	–	1	1
6 – Board of Auditors	–	5	5
7 – Evaluation Group	2	3	5
8 – Director General	–	1	1
9 – Student Council	9	24	33
10 – Technical and Administrative (TA) Staff Council*	14	10	24
11 – Sponsors’ Committee	4	5	9
12 – Student Ombudsman	–	1	1
13 – CUG – Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work	7	2	9
TOTAL	64	98	162

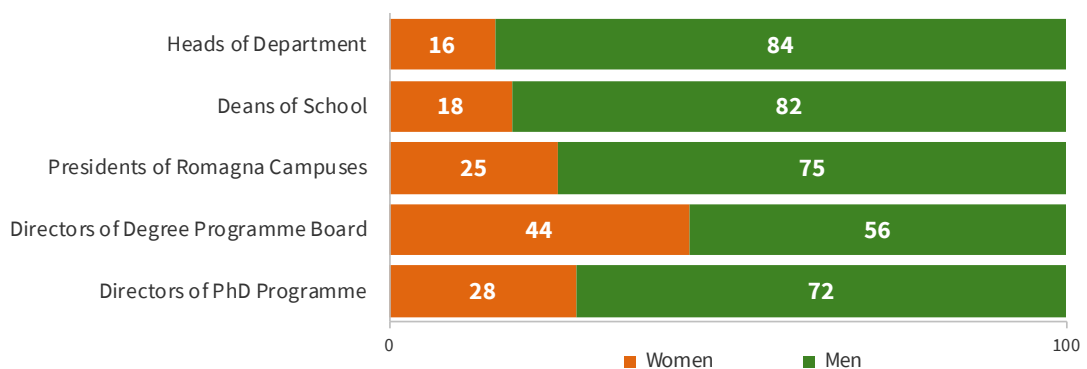
* Including 2 women awaiting for election.

FIGURE 32 – UNIVERSITY BODIES AS OF 31/12/2018, % BY GENDER



In addition, in reference to the top positions held at the end of 2018 in research and teaching offices, women are clearly underrepresented (Fig. 33). In relation to PhD programme directors, women make up less than 30%. On the 32 university departments, only five have a Head who women (Biomedical and Neuromotor Sciences; Interpreting and Translation; Modern Languages, Literatures and Cultures; Education Studies “Giovanni Maria Bertin”; Statistical Sciences “Paolo Fortunati”). In addition, of the 11 schools of the university, only two have a female president. Finally, there is only one female president in the four campuses in Romagna.

FIGURE 33 – HEADS OF DEPARTMENTS, SCHOOLS, AND DEGREE AND PHD PROGRAMMES, % BY GENDER (2018)



4. INVESTMENTS MADE FOR THE PROMOTION OF EQUAL OPPORTUNITIES



4.1 THE INCLUSION OF SEX/GENDER AS A VARIABLE IN TEACHING AND RESEARCH

Gender-related learning activities (teaching) can be identified through a textual analysis of the descriptions of subjects included in the university's teaching plans²². In 2018/19, 54 learning activities related to gender issues, distributed across 17 courses offered at 6 of the schools were provided by the University of Bologna (Tab. 11). Learning activities related to gender are absent from schools that focus on business and technical-scientific fields. Courses that are part of the teaching plan show that gender-related learning activities consist of comparative gender analyses or studies limited to women only. On the other hand, learning activities strictly related to men are absent.

TABLE 11 – GENDER-RELATED LEARNING ACTIVITIES BY SCHOOL AND A.YS. (A.A. 2016/17-2018/19)

School	2018/19	2017/18	2016/17
Law	4	4	3
Arts, Humanities, and Cultural Heritage	10	10	7
Foreign Languages and Literatures, Interpreting and Translation	22	24	21
Medicine	3	3	3
Psychology and Education	7	7	7
Political Sciences	4	6	6
TOTAL	50	54	47

22. We carried out our analysis by looking for the following terminological roots in learning activity titles “wom”, “man”, “fem”, “male”, “gender”, “sex”, “equal opp”, both in Italian and English. From the results we obtained, we excluded cases in which the learning activities strictly concern medical and veterinary studies.

Gender-related individual learning activities are joined by an entire degree programme dedicated to the subject: the second-cycle degree curricula in *Women's and Gender Studies* (GEMMA), offered in the Modern, Comparative and Post-colonial Literature degree programme, which in 2018/19 A.Y. enrolled 46 students (namely 43 women and 3 men). This master's degree program supplies about one third (16 out of 50) of the training activities related to gender.

Moreover, in order to promote teaching activities that enhance gender awareness and to implement gender-related orientation actions in University degrees that are currently skewed in one direction or another, in the occasion of the "Almaorienta 2018" orientation days organized by the University of Bologna for high school students, IRT Almagender²³ curated a space committed to informing and sensitizing students through materials, testimonies and recommendations on issues further discussed below.

On the topic of courses and training proposed by the University of Bologna Centre for Studies on Gender and Education (CSGE), we should also point out:

- Seminar on "Gender non-conformity in infancy: results of an attitude survey among students of Primary Education Studies";
- Seminar on "Females leading from behind. The mobility and immobility of Egyptian women";
- Seminar on "Double discrimination: the rights of women with disabilities over their bodies";
- Seminar on "Anthropology and Reproduction: bodies, relations and institutional constraints";
- Seminar on "Women who migrate. The story of a female migrant without documentation";
- Seminar on "Female students as teachers. Profiles of women teachers in the 1900s", organised by the CSGE;
- Seminar on "Violence feeds on our preconceptions. Deconstructing the discussion of violence against women";
- Unijunior Laboratory on "Little women and little men grow up: stories, images and ideas about work in the future" (for children aged 8-11).

European and national projects on the theme of gender which involved the participation of university professors as local coordinators/managers include:

- Project: Erasmus+ EUMentorSTEM;
- Project: "H2020.PLOTINA. Promoting gender balance and inclusion in research, innovation and training".

Research centres and associations active at the University of Bologna that deal with gender issues are:

- Alma Gender IRT – Alma Gender Integrated Research Team;
- AdDU – Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna);
- Centro METRA – Centro di Studi interdisciplinari sulla Mediazione e la Traduzione a opera di e per Ragazze/i (Centre for Interdisciplinary Studies on Linguistic Mediation and Translation by and for Young Adults);
- CSGE – Centro Studi sul Genere e l'Educazione (Centre for Studies on Gender and Education);
- CUG – Guarantee Committee for Equal Opportunities, Employee Wellbeing and NonDiscrimination at Work;
- WiTEC – *Women in Science, Technology, Engineering and Mathematics*.

23. See section 4.2. below.

Attention to topics that highlight gender-related issues are also found in doctoral dissertations and research topics funded by research fellowships made available by the university. Using a variety of keywords related to gender issues²⁴, we evaluated the titles of PhD dissertations prepared during the 2016-2018 three-year period, as well as the titles of research fellowships awarded during that same period. With reference to PhD dissertations, the analysis identified 19 dissertations related to gender issues: eight dissertations in 2016, five in 2017 and six in 2018.

The dissertations were completed by male and female PhD students from ten different departments²⁵. In the 2016-2018 three-year period, 20 gender-related fellowships were awarded (seven in 2016, six in 2017 and seven in 2018). There were ten departments involved, some of which awarded more research fellowships than others over the three-year period analysed²⁶.

Similarly to the learning activities, the PhD dissertations and research fellowships related to gender issues are subdivided into two types: gender comparisons and studies of the female component as a phenomenon.

24. In accordance to the analysis undertaken for learning activities we carried out our analysis by looking for the following terminological roots titles "wom", "man", "fem", "male", "gender", "sex", "equal opp", both in Italian and English. From the results we obtained, we excluded cases in which PhD thesis strictly concern medical and veterinary studies. The analysis of PhD thesis has been performed analysing titles and keywords, while the analysis of research fellowships focused on titles.

25. The dissertations were completed in the Departments: of Education Studies "Giovanni Maria Bertin"; of Arts; History and Cultures; Interpreting and Translation (3 dissertation for each department); Agricultural and Food Sciences; Modern Languages, Literatures and Cultures (2 dissertation for each department); of Economics; Classical Philology and Italian Studies; Sociology and Business Law; Political and Social Sciences (1 dissertation for each department).

26. During the 2016-2018 years the Department of History and Cultures awarded five research fellowships; the Departments of Education Studies "Giovanni Maria Bertin", Agricultural and Food Sciences and Political and Social Sciences awarded three research fellowships each of them; the Department of Management awarded two research fellowships; the Departments of Interpreting and Translation, Classical Philology and Italian Studies, Modern Languages, Literatures and Cultures, and Sociology and Business Law awarded one research fellowship each of them.



ERASMUS MUNDUS EUROPEAN MASTER'S DEGREE IN WOMEN'S AND GENDER STUDIES (GEMMA)

GEMMA is an excellent training programme selected by the European Commission as the first Erasmus Mundus Master's Degree in Europe on Women's and Gender Studies. Started in 2006/2007 A.Y, it was selected as "pilot project and model in the field of Women's Studies and Gender Studies in a European and global perspective".

GEMMA is a two-year interdisciplinary educational programme that uniquely brings together different teaching and research approaches to feminism through different European perspectives, and offers a high-level academic path in the areas of gender studies, equal opportunities, intercultural studies and women's studies.

Its objectives include the integration of different geographical, historical and socio-political contexts, thanks to the cooperation and synergy of partner universities (Granada, Oviedo, York, Hull, Utrecht, Budapest, Lodz, e Bologna) that offer different experiences, stories and skills in the field of European feminism and gender studies.

The program, which is accessed by selection by the GEMMA Consortium, provides international mobility paths among participating universities (at least six months at one of the partner universities) through scholarships for European and extra-European students for the duration of the programme (two years) and, for students without a grant, the possibility of using Erasmus+ mobility.

The Consortium also collaborates with institutions for equal opportunities, documentation centres, professional associations, publishing houses, and other cultural institutions in Italy and abroad.

Moreover, GEMMA cooperates with diversity management courses, organizes focus groups with non-academic experts related to integration in the professional world and extra-curricular skills and professionalism. In addition to scientific excellence, GEMMA thus promotes the third mission of higher education, namely social engagement and synergy with the professional world.

GEMMA is coordinated by prof. Rita Monticelli.

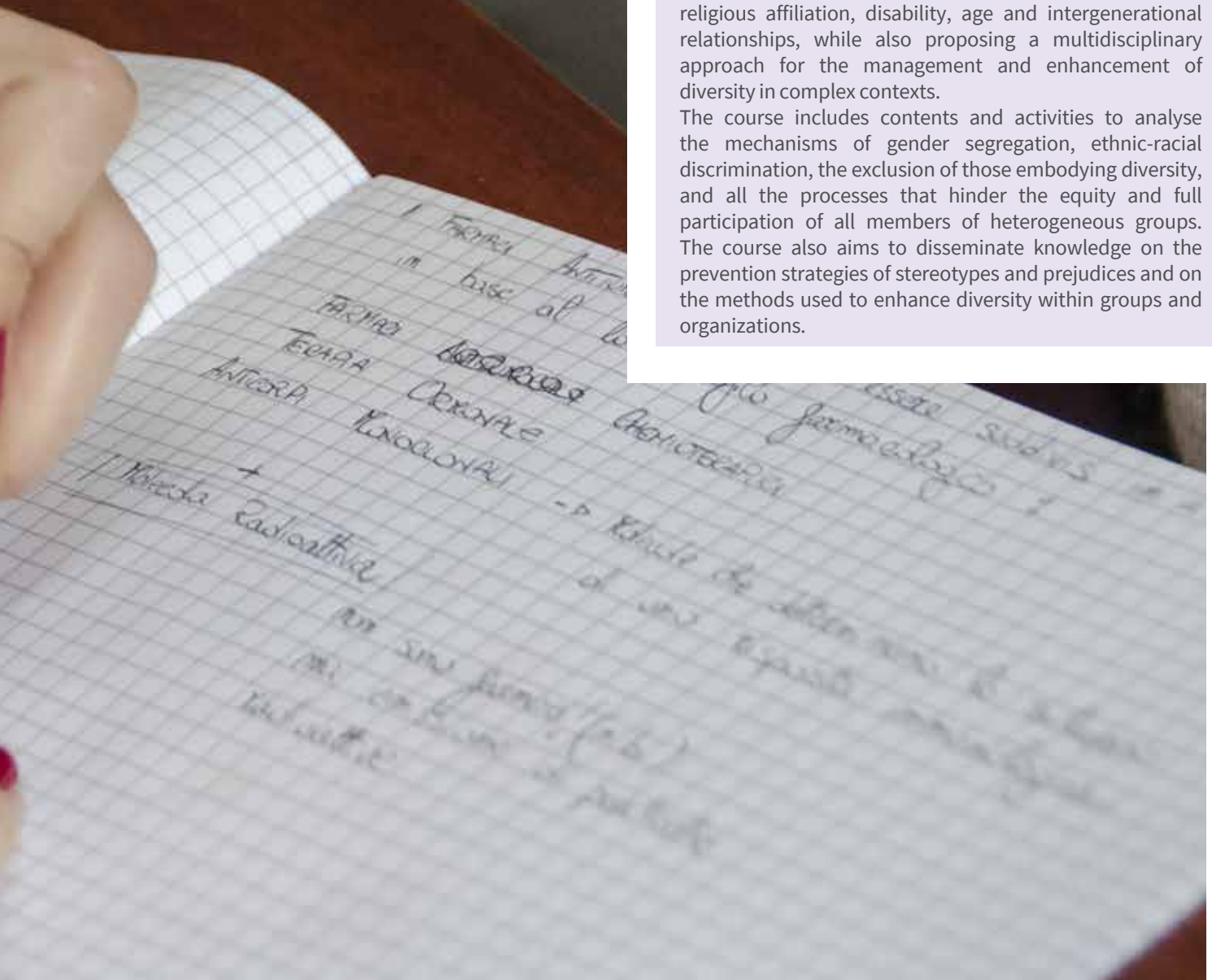


DIVERSITY MANAGEMENT

The “Diversity Management. Valorizzare le diversità nei contesti organizzativi: genere, intercultura, disabilità, intergenerazionalità” (Diversity Management, Enhancing Diversity in Organizational Contexts: Gender, Interculture, Disabilities, and Intergeneration Issues) course has been added to the project on crosscutting skills implemented by the University of Bologna during the 2017/18 A.Y..

The course aims to provide an overview on diversity management: an increasingly widespread approach in organizations for the implementation of communication and management methods that prevent discrimination and enhance diversity in the workplace, they counteract the mobbing and burn out caused by the stereotypes deriving from prejudices, stereotypes and segregation mechanisms towards subjects belonging to minority and vulnerable groups. Diversity management deals with crucial issues for organizations, such as gender, work and life balance, identity and sexual orientation, ethnicity, culture, religious affiliation, disability, age and intergenerational relationships, while also proposing a multidisciplinary approach for the management and enhancement of diversity in complex contexts.

The course includes contents and activities to analyse the mechanisms of gender segregation, ethnic-racial discrimination, the exclusion of those embodying diversity, and all the processes that hinder the equity and full participation of all members of heterogeneous groups. The course also aims to disseminate knowledge on the prevention strategies of stereotypes and prejudices and on the methods used to enhance diversity within groups and organizations.



EDGES: A PHD CURRICULUM IN WOMEN'S AND GENDER STUDIES

EDGES is a three-year PhD curriculum offered by the Department of Modern Languages, Literatures and Cultures at the University of Bologna that focuses on gender and women's studies, with Prof. Serena Baiesi as the point of contact.

The EDGES PhD programme includes three official languages: Italian, English and Spanish, and focuses on the following topics:

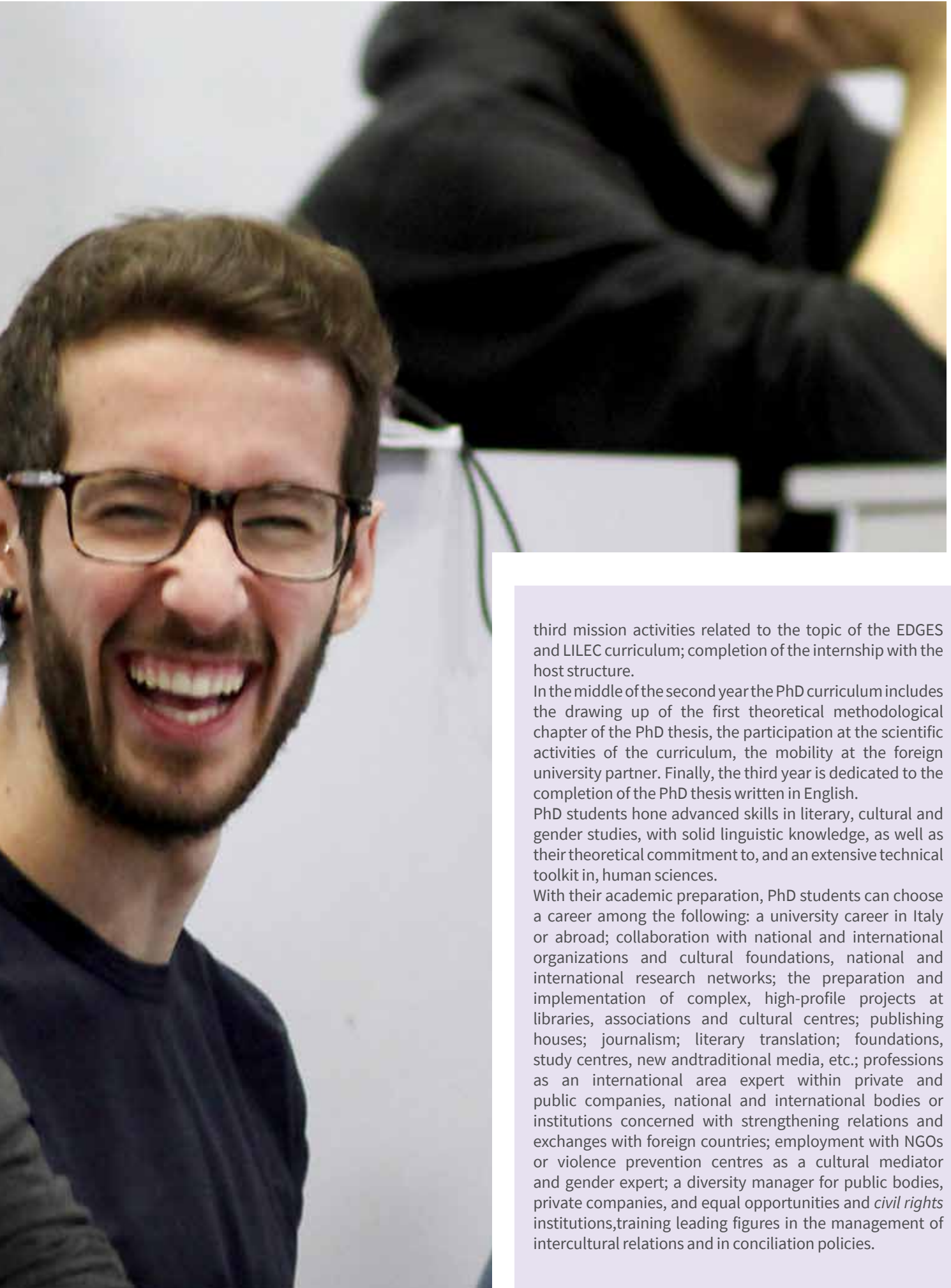
- literature as a place for the production, circulation and consolidation of gender equality;
- *textual analysis*, cultural studies, the history of ideas, cultural memory and counter-memories;
- literary production by women and literary criticism of women and gender;
- the theme of equal opportunities in accessing education and knowledge, the labour market and career paths;
- discrimination based on religious and gender prejudices, civil rights in a synchronic and diachronic perspective and in various geopolitical contexts;
- conflict management and promotion of corporate wellness and *diversity management*;
- gender strategies and methodologies and gender policies (*gender mainstreaming*).

Male and female students enrolled in the PhD programme can access a co-tutoring course with one of the associated universities to earn a dual degree. The PhD course entails:

- meetings and tutorials with national and international supervisors;
- the presentation of research at a national and international level, according to the co-tutoring agreements provided for dual degrees;
- a 250-hour training internship at institutions or companies with which EDGES has collaborative agreements or other organizations to be negotiated.

The activity of the PhD includes at the first year and at the beginning of the second year: finding primary and secondary sources; presentation of the research project to the PhD faculty; participation in seminars, academic and





third mission activities related to the topic of the EDGES and LILEC curriculum; completion of the internship with the host structure.

In the middle of the second year the PhD curriculum includes the drawing up of the first theoretical methodological chapter of the PhD thesis, the participation at the scientific activities of the curriculum, the mobility at the foreign university partner. Finally, the third year is dedicated to the completion of the PhD thesis written in English.

PhD students hone advanced skills in literary, cultural and gender studies, with solid linguistic knowledge, as well as their theoretical commitment to, and an extensive technical toolkit in, human sciences.

With their academic preparation, PhD students can choose a career among the following: a university career in Italy or abroad; collaboration with national and international organizations and cultural foundations, national and international research networks; the preparation and implementation of complex, high-profile projects at libraries, associations and cultural centres; publishing houses; journalism; literary translation; foundations, study centres, new and traditional media, etc.; professions as an international area expert within private and public companies, national and international bodies or institutions concerned with strengthening relations and exchanges with foreign countries; employment with NGOs or violence prevention centres as a cultural mediator and gender expert; a diversity manager for public bodies, private companies, and equal opportunities and *civil rights* institutions, training leading figures in the management of intercultural relations and in conciliation policies.

4.2 CROSS-CUTTING INITIATIVES

ALMA GENDER INTEGRATED RESEARCH TEAM (ALMA GENDER IRT)

Conceived in 2014 and kicked off in 2015, the Alma Gender Integrated Research Team consists of 121 scholars from 28 University of Bologna departments (March 2018). The IRT aims to promote research and teaching methods sensitive to gender issues and support for equal opportunities within the university's educational, research and work community. With the goal of strengthening the quality of research conducted at the university, male and female Alma Gender IRT scholars promote an integrated approach between Science, Technology, Medicine, Social Studies and the Humanities. In this perspective, the studies conducted by the team investigate the ways in which society conditions, organizes and adapts gender roles, relationships and identities, and how those factors interact with others - personal, cultural and socio-economic - such as nationality, ethnicity, sexual orientation and gender identity, disability, age, profession, social class, religion and much more. By transferring research results to an innovative teaching plan, Alma Gender IRT aims to train male and female students to be sensitive to issues of equality in every professional field. Promoting increasingly informed awareness among students, teachers and the TA staff, Alma Gender IRT aims to strengthen an institutional framework sensitive to gender issues at the University of Bologna and, in a broader sense, in society at large.

Implemented activities

Currently, the team is divided into three work groups: Research, Guidance and Teaching, and Networking and Stakeholders.

The Research Group:

- 1) broadens and reinforces the mapping of studies in progress at the University to identify a common ground for male and female colleagues interested in periodically meeting for seminars and themed discussions;
- 2) promotes the interaction and development of forms of exchange capable of integrating methodological perspectives, disciplinary approaches and different skills;
- 3) organizes seminars on different University campuses to create a network of stable reflection on gender issues.

The Guidance and Teaching Group:

- 1) adds gender as a variable to University orientation activities aimed at male and female students wishing to enrol;
- 2) promotes gender as a variable in teaching for all Scientific and Technological fields, Social Sciences and the Humanities;
- 3) organizes and develops specific courses on gender issues, within and across University schools and departments.

The *Networking and Stakeholder* Group:

- 1) encourages the growth of skills in the field of presentation and participation in gender-related research projects, or those that adequately take gender into account;
- 2) fosters communication and relationships between Alma Gender IRT members and external stakeholders, such as local, national, and international public and private entities, organizations and institutions, including through the organization of events;
- 3) presents and enhances the skills of the external Alma Gender IRT members in order to make the University of Bologna a point of reference on gender issues and studies in Italy and abroad.

So far, Alma Gender IRT has organized numerous activities, promoting general team meetings, seminars and specific events. It participated in several international conferences, in contact with the corresponding institutions active in other European universities and carried out, in collaboration with the Equal Opportunities delegate, a mapping of the University's educational activities related to the Gender. The Research Group has organized several cycles of seminars and conferences; the Guidance and Teaching Group oversaw the creation of the information desks at Almaorienta and is evaluating the organization of courses on gender issues; and the Networking and Stakeholder group has carried out events related to gender mainstreaming in research and is planning further events at individual departments and schools, in collaboration with ARIC - Research Area and Third Mission²⁷.

AdDU - Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna)

The AdDU was established as a free non-profit association by a group of female university professors in January 1992. Prof. Pina Lalli is the current President of the Association. In the past, Presidents have included members from a variety of different disciplines, such as: Maria Luisa Altieri Biagi, Carla Faralli, Paola Monari, Susi Pelotti and Sandra Tugnoli.

The Association aims to:

- promote and intensify the relationships among teachers belonging to different departments;
- foster the exchange of ideas and collaboration in both research and teaching;
- support the achievement of the right objectives by those who show professionalism, scientific productivity and educational commitment;
- address problems related to university organization.

27. For further information, see the Alma Gender IRT website: <http://www.irt.unibo.it/en/alma-gender-irt>.



To achieve its objectives, the AdDU is committed to:

- carrying out periodic meetings dedicated to sharing information on scientific activities;
- promoting surveys, investigations and research on the historical and social reasons that still affect the activities and presence of women at the University of Bologna;
- identifying suitable solutions and tools to remove obstacles or constraints that stand in the way of the fulfilment of one's legitimate aspirations;
- collaborating with local, national and international public and private institutions with similar goals.

Over time, the AdDU has carried out numerous studies on the working conditions and academic perspectives of the University of Bologna's teachers and researchers via comparative analyses of gender, roles and disciplinary affiliations and comparisons with other national and international centres. The results yielded by these efforts have been published and widely disseminated.

Other comparative research of great interest has been conducted on the status of teachers in national and international research, with a particular focus on European and North American countries.

The AdDU maintains relationships with all academic, institutional or research institutions that deal with gender problems and equal opportunities, in a very broad context that considers the whole teaching body.

The Association actively participates in the political life of the University of Bologna and, during the elections of the academic bodies, has always encouraged the participation of female teachers and organized meetings with female candidates to discuss the University's future objectives and prospects.

In particular, for elections to the office of Rector, it has always organized, on the eve of the vote, an open meeting with a debate, in which all male and female candidates for the office systematically participate. Recently, in order to promote ever greater awareness about the contribution of women to knowledge and social change, the Association has established the AdDu Award which, in its first edition (2018), was conferred upon Jurist Rashida Manjoo (University of Cape Town, South Africa), for her active scholarly commitment to the field of human rights and as the UN Special Rapporteur on violence against women.

CSGE – CENTRO STUDI SUL GENERE E L'EDUCAZIONE (CENTRE FOR STUDIES ON GENDER AND EDUCATION, CSGE)

Active since 2009 within the Department of Education Studies “Giovanni Maria Bertin”, the CSGE is dedicated to interdisciplinary research on gender and education with a focus on gender studies. The Centre promotes the integration of pedagogical, sociological, psychological, anthropological, historical, philosophical, and other approaches, concerning, in particular: gender education; overcoming stereotypes, inequality and discrimination; education against gender violence; identity processes linked to educational paths; social and media representations of gender differences; the social construction of femininity and masculinity; gender-related issues in educational and training contexts (e.g., formative segregation, school feminization, etc.); gender and bodily practices; the relationship between gender and migration, gender and disability²⁸.

In 2018 the Centre included 31 female and male professors and researchers from the Departments of Education Studies, Psychology, Interpreting and Translation, Philosophy and Communication studies. It operates in the campuses of Bologna, Rimini and Cesena.

Research

Participation in the research project entitled “Making a difference: awareness, autonomy and decisions for future choices. Research-action with women migrants in Romagna”, funded by the Emilia-Romagna Region, with a view to preventing and combating the phenomena of social exclusion, discrimination and violence against women, especially immigrants from abroad. Project coordinated by the “Rompi il silenzio - Break the silence” Anti-violence Centre, a registered charity.

Scientific collaboration at international level

- coordination of the Erasmus+ EUMentorSTEM project together with the Department of Management. The project relates to the promotion of education for female migrants with a STEM specialisation;
- Participation in the WITEC network (The European Association for Women in Science, Engineering and Technology – SET), international association that works to promote the presence of women in STEM education and professional activities (<http://www.witec-eu.net/>);
- collaboration on implementation of the H2020 PLOTINA project (www.plotina.eu).

28. For further information, see the CSGE website:www.csge.unibo.it and the Facebook page: <https://www.facebook.com/CSGEUnibo/>.



Lunch Seminar

Lunch seminars: each year, the CSGE promotes a series of interdisciplinary seminars conducted by experts on gender issues, with particular attention to contexts and educational processes. The seminars held in 2018 covered the following topics:

- “Gender non-conformity in infancy: results of an attitude survey among students of Primary Education Studies”.
- “Females leading from behind. The mobility and immobility of Egyptian women”.
- “Double discrimination: the rights of women with disabilities over their bodies”.
- “Anthropology and Reproduction: bodies, relations and institutional constraints”.

Conferences and seminars

- To mark International Women’s Day: seminar on “Women who migrate. The story of a female migrant without documentation” (Bologna); Seminar on “Female students as teachers. Profiles of women teachers in the 1900s” (Rimini).
- As part of the “History Festival”, seminar on “«Drop your weapons!»: the long march of female pacifism”.
- To mark the International Day for the Elimination of Violence against Women: Seminar on “Violence feeds on our preconceptions. Deconstructing the discussion of violence against women” (Bologna) and “Women at centre stage. Tackling violence via prevention and protection. Experiences and approaches at the Forlì Centre for Women” (Cesena); Conference on “Making a difference. Women migrants speak up against violence” (Rimini).
- Patronage of the international conference on “United in diversities and similarities. Intercultural commitment to tackle racial and gender discrimination”.

Events organised together with other local associations/ services/bodies

- Seminar on “The truth as seen from below. An overview of the female narrative in the 19th and 20th centuries” organised the Laura Betti Municipal Theatre (Casalecchio di Reno).
- Unijunior Laboratory on “Little women and little men grow up: stories, images and ideas about work in the future” for children aged 8-11.
- Conference on “Language and gender in institutional communications”, organised by the Dry-Art Association and the District of S. Lazzaro di Savena (Bologna).
- Presentation of the volume: “A wise little girl. Gianni Rodari and female models” by Marzia Camarda, organised by the Dry-Art Association and the District of S. Lazzaro di Savena (Bologna) and by the Arcobaleno Theatre.
- Presentation of the volume: “Violence in intimate relationships. The intergenerational transmission of abuse against women” by Federica Santangelo, at the Ubik Bookshop.
- Presentation of the volume: “A wise little girl. Gianni Rodari and female models” by Marzia Camarda. Meeting organised by the Arcobaleno Theatre.

METRA - CENTRO DI STUDI INTERDISCIPLINARI SULLA MEDIAZIONE E LA TRADUZIONE A OPERA DI E PER RAGAZZE/I (CENTRE FOR INTERDISCIPLINARY STUDIES ON LINGUISTIC MEDIATION AND TRANSLATION BY AND FOR YOUNG ADULTS)

MeTRa was founded in November 2014 within the Department of Interpreting and Translation at the University of Bologna’s Forlì campus.

Prof. Chiara Elefante is the Academic Supervisor of the Centre, while Prof. Raffaella Baccolini is the Head of the 2014-2018) Research Project funded by Fondazione Cassa di Risparmio di Forlì. The research interests of the Centre vary, ranging from linguistic, pedagogical and intercultural problems related to the translation of texts aimed at an audience of young male and female readers (children and young adults), to critical reflection on child language brokering (by the research group In MedIO PUER(I)), linguistic and cultural mediation by minors, often the daughters/ sons of immigrants or members of ethnic-linguistic minorities living in Emilia-Romagna and Italy.

A third and fundamental area of interest of the Centre, which also acts as a bridge between the first two fields of research, is gender studies, and more precisely, a reflection on models, roles and gender identity in the field of children’s and young adults’ literature, its translation, and child language brokering.

MeTRa pursues objectives related to research, teaching, dissemination and the ‘third mission’ of the University, proposing itself as a national and international point of reference in its areas of interest. As far as research is concerned, the Centre collects and promotes different study approaches, concerning, in particular:

- translation for children and young adults as a tool for future societies increasingly characterized by multiculturalism and plurilingualism;
- reflections on models, roles and gender identities transmitted through literature for children and young adults, including with a view to transposing one or more languages/cultures/literatures;
- the world of interpreting and translation by minors in Italy;
- involvement in this type of linguistic (inter) mediation by institutions (health, education, public administration and justice);
- gender education for differentiated audiences: children, young adults and educators/trainers.

The Centre has also created a website proposing a rich variety of resources. In particular, it has mapped the local, national and international centres/bodies/associations/ organizations dealing with communications aimed at young adults. Furthermore, a large multilingual and interdisciplinary bibliography (in progress) is available on the site, which collects studies on areas of interest to the Centre.

MeTRa is aimed at a heterogeneous audience (other research centres, scholars, school teachers, librarians, public bodies, parents, children and young adults), engaging in multiple research, teaching and dissemination activities²⁹:

- organization of meetings, seminars and conferences on

29. For a complete picture of the initiatives, visit the MeTRa website: <http://metra.dipintra.it/chi-siamo/>.

topics of interest. In particular, from 25 to 27 October 2017, it held an international studies conference entitled “Literature, Translation, and Mediation by and for Children: Gender, Diversity, and Stereotypes”; the conference proceedings will be published in 2019 by BUP publishing;

- the Almaidea research project funded in 2017 (January 2018-January 2020) “The translation of children's texts in relation to gender: theoretical and applied aspects, consisting of the theoretical and applied analysis of gender issues in the Italian translation of English, French and Spanish texts for young readers”;
- initiatives of a socio-cultural nature that are part of the third mission of the University, in collaboration with other groups or subjects:
 - the 2016/17 edition of a contest titled “Traduttori in erba” (Young Translators) linked to the problem of child language brokering, open to schools in the Municipality of Forlì and neighbouring municipalities;
 - the “Lingua Madre” (Mother Tongue) project, on language and gender (in collaboration with the Department of Culture and Equal Opportunities and with the UDI (Italian Women’s Union) of Forlì), featuring meetings in the library on the theme of sexism in language, meetings on Anglophone and Francophone writers, and on the status of women and writing (2017); a research day on the “the words of feminism” (2019);
 - agreements and collaborations with the Centre for Women and Equal Opportunities of Forlì: two different cultural activities offered during the 2016/17 A.Y., which aimed to raise awareness of gender issues among an heterogeneous public, from a pedagogical-educational perspective: 1. Training course for primary schools and kindergarten teachers (0-3, 3-6 years): Educating about Gender by Speaking, Reading and Playing; 2. Cycle of reading workshops in the library with children and young adults; workshops with parents and new parents, social workers/ operators of Forlì; laboratories with junior high school students; seminar aimed at the fourth classes of the Morgagni high school in Forlì on violence against women;
 - the European G-Book Project Gender Identity: Child Readers and Library Collections (June 2017-February 2019) funded under the Creative Europe Programme, led by the MeTRa Centre, in collaboration with 5 European partners: Université Paris 13 in France, Universidad di Vigo in Spain, Dublin City University in Ireland, Regional Public Library “Petko Rachev Slaveikov” in Bulgaria, Biblioteka Sarajeva in Bosnia Erzegovina. The project aims to promote “positive” children's literature in terms of gender roles and models, which is open, plural, varied, without stereotypes, and based on respect and the promotion of diversity.



4.3 LOCAL EVENTS

The University of Bologna also promotes the study and awareness of gender issues through the organization, participation, sponsorship and dissemination of public initiatives (such as presentations, shows, seminars, ceremonies, etc.) carried out in the cities where the University has Campuses, but also nationally and internationally, and through the circulation of publications and reports related to gender issues. An analysis carried out on the events advertised through the University of Bologna's online magazine, UniboMagazine (<http://www.magazine.unibo.it/>)³⁰, shows that numerous initiatives were organized in 2018. In particular, we've considered the initiatives directly aimed at promoting gender equality.

JANUARY

- *The GREAT project – Management of economic, environmental and territorial resources in Dry Zones – Myanmar*, with collaboration from the Department of Agricultural Sciences. The sale of decorative baubles for Christmas 2017 at the University of Bologna made it possible to purchase foot pumps needed for the small-scale agricultural activities of single women responsible for large families.
- As part of the second-cycle degree programme in Mass Media and Politics at the Forlì Campus, students involved in MMP WebTV created an audio-visual product that discussed violations of the human rights of women, making reference to complaints filed in Forlì over the past year.
- The Plotina project, dedicated to the promotion of *gender equality* and coordinated by the University of Bologna, is one of two hundred included in the playlist created by the Science & Innovation sector of the European Union.

FEBRUARY

- On Monday, 5 February the School of Law held an event whose special guest was Yolanda Moran Isais, a mother-activist who fights for the recognition of the human rights of over 30 thousand desaparecidos in Mexico.

MARCH

- On 6 March at Palazzo Marchesini the UNIBO Institute of Advanced Studies (ISA) organised the initiative entitled "*Where are the Women?: Causes and Solutions for Women's Underrepresentation in Science and Engineering*", which was intended to highlight this pressing problem in certain fields, investigate the

underlying reasons from a psychological standpoint and describe the strategies used to recruit and retain female scientists and engineers.

- On Thursday, 8 March numerous initiatives were organised at various Campus of the University of Bologna to mark International Women's Day: Director Vérane Frediani visited the Odeon Cinema in Bologna, working in collaboration with the Department of Sociology and Business Law and the Bologna Cinema Circuit, to present the Italian premiere of "*The Goddesses of Food*", a film that highlights misogyny in the catering sector and the many achievements of female chefs. In addition, at Via Zambon 32, the CSGE organised an event entitled "*Women who migrate. The story of a female migrant without documentation*" and promoted two theatrical events as part of the Arcobaleno Theatre project: "*Those rebellious girls*" (Municipal Theatre, Casalecchio di Reno, Bologna) and "*Bad girls*" (9 March, ITC THEATRE, San Lazzaro di Savena, Bologna); additionally, during the "*QuVi Thursdays*" held at the Department of Life Quality Studies in Rimini, the CSGE introduced a number of "*Winning Girls*": young women who have advanced in academia, research, sports and industry, in a context often dominated by gender preconceptions and stereotypes. The Institute of Advanced Studies - ISA organised an event in Bologna entitled "*Otherness and difference: scary bodies*", which examined ancient perceptions of the female body (defined as: "*monstrous*", "*anomalous*", "*other*", "*impure*") and the link between this fear and gender violence, from *stalking* to femicide, and (on 9 March) "*Exceptional women. From the Institute of Sciences and Arts at the University of Bologna, the female contribution to scientific research between the 18th and 20th centuries*", which recounted the lives,

30. The study was conducted by examining all UniboMagazine issues published in 2018, searching the article texts for words that refer to the terminological roots established in note no. 22.

passions and research of such scientists as Anna Morandi and Laura Bassi, during a journey among the prestigious collections covering physics, anatomy and obstetrics kept at the Palazzo Poggi Museum.

- On 22 March, the CSGE organised a seminar on “Female students as teachers. Profiles of women teachers in the 1900s” in Rimini, to consider the importance of historical studies of the role played by female junior school teachers in developing a culture of female empowerment under difficult conditions and in troubled years.
- The *Gender Identity: Child Readers and Library Collections* project (promoted by the MeTRa Centre) was presented on a stand at the Bologna Children’s Book Fair, in order to encourage literature for children that embodies positive gender roles and models.
- On 28 March the “AdDU 2018” Prize (established by the Association of Teachers at the University of Bologna) was awarded to Rashida Manjoo, teacher at the University of Cape Town and former Special Rapporteur on Violence against Women, who has dedicated most of her life to the defence of human rights.

APRIL

- As part of the European project entitled “*Hey! Teachers Don’t Leave the Kids Alone*”, of which Alma Mater is a partner via the Department of Education Studies, a manual was developed containing guidelines and tools for the appreciation of diversity in the classroom and the creation of a school where pupils can feel welcome and involved.

MAY

- Bologna hosted “*Human Rights Nights*”, festival of cinema, art, music and meetings on human rights promoted with support from the Bologna Cineteca Foundation and Alma Mater. The topic addressed in 2018 was the disintegration of society and all its values due to war and conflict, climate change, intolerance and racism, resistance and social movements, refugees and migration.

JUNE

- The “*Right to the City*” initiative, part of the Atlas of Transitions European project carried out in collaboration with the Department of Sociology and Business Law, was held 15-24 June with a series of meetings and collective dialogues open to the public that discussed and reinterpreted such matters as migration, borders, hate speech and gender issues.

JULY

- On 12 July the Department of the Arts hosted an exhibition that analysed the dress code for career women in the 1980s, presenting a selection of jackets and tailored suits drawn from the collections of Armani and Thierry Mugler, Versace and Yves Saint Laurent, as well as Chanel, Moschino and Jean Paul Gaultier.

SEPTEMBER

- The “*Race for the Cure*” charity marathon, promoted by Susan G. Komen Italia was held 21-23 September in order to collect funds for the fight against breast cancer. The participants included a team from Alma Mater.

OCTOBER

- On 26 October the Alma Mater *Baby Pit Stop* on University premises was inaugurated in Bologna. These facilities are available to all undergraduates, teachers, TA staff, PhD students and research fellows who need a quiet space to feed and change their babies.

NOVEMBER

- The Teaching Hub on the Forlì Campus hosted the local edition of the “*Human Rights Nights*” festival, which was dedicated to cinema, art and music addressing human rights, gender matters and violence. The film entitled “*The Rape of Recy Taylor*” by Nancy Buirski was shown during the event, celebrating the courage of the first Afro-American woman to identify and denounce her white rapists, as well as “*On my skin*” by Alessio Cremonini, which draws attention to the victims of violence perpetrated by the representatives of institutions.

DECEMBER

- On 12 December the book “*Women in translation*” was presented at the Forlì Campus. The collected works focus on the active contribution to knowledge made by women in their role as translators, with careful analysis of their handling of key texts that express feminist thought; the volume includes works by academics and writers from around the world whose thoughts have enriched scientific, political, cultural and linguistic debate about translation activity in a gender context.
- On 19 December, the Bologna Lumière Cinema presented a collection of films under the title “*Men who hate women*”, comprising some of the most interesting European crime genre productions. This initiative, co-organised by the University, was part of the DETECT European project devised to investigate whether and how the transnational circulation of crime genre products from various EU countries has contributed to the emergence, from 1989 to date, of a shared, transcultural European identity.



4.4 AN ANALYSIS OF THE INVESTMENTS MADE IN ECONOMIC - FINANCIAL TERMS

Below is an initial analysis of the resources used by the University of Bologna in 2018 to promote equal opportunities, distinguishing expenses for interventions directly related to these issues from those used for activities that are indirectly connected, since they finance activities linked to tasks that, at least in Italy, culturally weigh more heavily on women. The list below is not an exhaustive roster of resources used by the University for the promotion of equal opportunities, but an indication of some expenditure items that certainly constitute an investment in this direction.

Expenses for projects directly related to equal opportunities	
Budget assigned to CUG	25,000.00

Expenses for projects indirectly related to equal opportunities	
Contribution for the enrolment of children in nurseries	89,661.16
Child bonus	18,000.00

THE CUG BUDGET

The budget assigned to the CUG was used for the following:

- cost (of printing and translating to English) of the Alma Mater Gender Annual Equality Report 2017;
- cost (of printing) the *brochure* entitled “Network of services for employees of the University of Bologna” prepared by the CUG to present the principal University roles, services and offices mandated principally to provide employee services, indicating the related contact persons;
- cost (mandates to teachers) of organising the education cycle entitled “*Empowerment – Strengthen persons and support leadership at individual and group level*”, open to all Alma Mater personnel (TA staff, fixed term and permanent teachers and research fellows);
- payment of two study grants to students of Alma Mater Studiorum who graduated on time from second or single-cycle degree programmes during the 2016/2017 academic year, presenting a dissertation on topics of interest to the CUG “Equal opportunities, employee wellbeing and non-discrimination” and payment of a grant to cover attendance at the summer school on “Violence against women and gender violence. History and counteraction from the modern age to date”, organised by Società Italiana delle Storiche (SIS - Italian Society of Gender Historians) – Edition 2018 (call for applications open to TA staff, undergraduates and PhD students of the University of Bologna);

- costs (person months) for the activation of a non-curricular internship, job placement or return to the world of work, support for CUG activities and for the co-funding of a study grant for collaboration on the preparation of guidelines for gender-aware administrative language to be applied within the University;
- establishment of an award entitled “Suggest and vote for a good idea for the University of Bologna working environment” for TA staff with a view to promoting employee wellbeing within the University - Edition 2018 (awarded in 2019).
- participation of CUG members in initiatives, conferences and *networking* events that raise awareness about equal opportunities, employee wellbeing and the fight against discrimination.

For the realization of some specific positive actions (such as the implementation of the Gender Equality Plan), the CUG and the extended working group of the H2020 PLOTINA Project were able to rely on an average annual project budget, provided in full by the European Commission, of approximately €116,500, linked to the planning, creation and progress of working groups, the implementation and presentation of results at conferences, and reporting, to a large extent, as person/months of the staff involved.

ALLOWANCE FOR THE ENROLMENT OF CHILDREN IN NURSERY SCHOOLS

This is an allowance to enroll children in public or private nursing schools, in any organized form, which may be requested by University staff for one child only, who is claimed as a dependent and is part of the given family nucleus. Managerial as well as TA and CEL staff with permanent or short-term contracts can apply to receive this allowance. The allowance has a maximum limit of €1,400, regardless of the period of enrolment in nursery school and frequency (full or part time).

CHILD BONUS

The University of Bologna also offers a child bonus (financial aid) to its TA and CEL staff, in accordance with the Supplemental Contract Agreement approved in the negotiation session of 25/07/2012. The value of the 2018 child bonus addressed the requests submitted by eligible staff whose children were born in 2017. The bonus is granted to all three ISEE (Equivalent Economic Status Indicator) bands for the payment of the subsidies on the basis of the aforementioned agreement and entails, for each child born in 2017, the payment of an allowance between €500.00 and €1,000.00. The child allowance cannot be combined with the allowance granted to support the enrolment of children in nurse schools.



BABY PIT STOP

On 26 October 2018, the *Baby Pit Stop* of Alma Mater was inaugurated at Via B. Andreatta 4 (formerly Via Belmeloro 10-12), Bologna, in the presence of Rector Francesco Ubertini and Vice-Rector Chiara Elefante.

This quiet feeding space established on University premises responds to the initiative of the same name promoted by Unicef. New mothers who are part of the University or visiting family members (e.g. during graduation sessions) now have access to a furnished and fully appointed area to feed or change their babies. This initiative represents the response of the University to community needs, in support of parenthood and improvement of the work-life balance. Consistent with the action taken by other institutions in the city, the University of Bologna considered it appropriate to allocate a space to new mothers (teachers, TA staff, PhD students, research fellows, undergraduates and members of their families) in order to facilitate feeding, which is a moment of maximum importance from a health standpoint and for the mother/baby relationship.

ALMA MATER SUMMER CULTURAL WEEKS

From 18-22 June and from 25-29 June 2018, two summer cultural weeks were held at UNlone, the University multi-functional centre in Bologna, for the adolescent children of University of Bologna employees and indeed other citizens who attended middle-school classes I, II or III during the 2017/18 academic year.

With support from educators and interns in Education Studies, this initiative provided opportunities for socialisation (assisted by new technologies, as appropriate) and other forms of education provided by University teachers committed to the scientific popularisation of their disciplines: these weeks offered participants interactive lessons in English, art, design and literature.

5. THE UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)



5.1 THE CONSTRUCTION OF THE UGII

In the previous pages, we presented a detailed assessment of the University of Bologna prepared in accordance with the main interpretation key: gender. If the goal of reducing or eliminating inequalities between women and men is shared, the level of inequity must be monitored. It is therefore useful to adopt a tool for measurement, summary and comparison. As such, in accordance with the gender equality/inequality indexes used around the globe to compare different countries, we have created the UGII index³¹ by adopting a scheme that makes it possible to define:

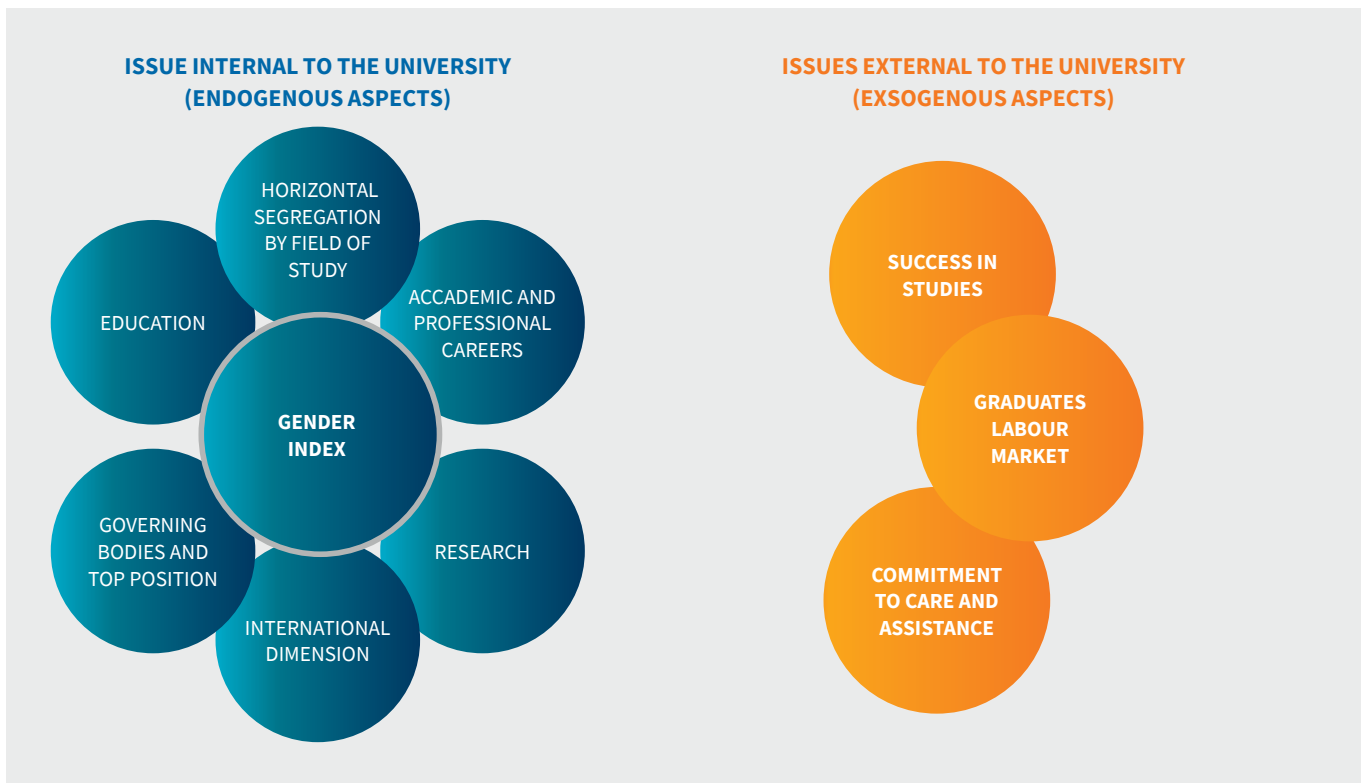
- the conceptual framework of reference;
- the domains/areas of analysis and individual issues in which the domains are divided;
- elementary (for example STEM/non-STEM) variables and corresponding populations;
- elementary scores representative of the degree of inequality regarding each issue;
- the criterion with which to summarize the elementary scores through the final index (in our case, the UGII).

The domains, which refer to all members of the academic community (students, teachers and TA staff), are represented in Fig. 34; they are divided into six “internal domains”, including 18 issues on which the University can, in some way, work directly, and three “external domains” (including the labour market of graduates), where the University system can only implement indirect actions.

Tab. 12 indicates the individual aspects taken into consideration in the calculation of the index, reporting for each of them the results found for females and males.

31. G.P. Mignoli, B. Siboni, P. Rignanese, C. Valentini, T. Gallina Toschi (2018), *University Gender Inequality Index. A proposal from the University of Bologna*, Working paper, submitted to OSF Preprints (DOI:10.31219/osf.io/kfg6m).

FIGURE 34 – DOMAINS FOR THE ANALYSIS OF GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA



Regarding the choice of the elementary score, we adopted a tool that satisfies these conditions:

- it falls within the scope of measurement techniques of a widespread, recognized statistical association;
- it allows comparison between different aspects;
- it can be easily interpreted.

This score will be indicated from now on as the “percentage of the maximum possible inequality”, as its value is:

- “0” in the case of perfect gender equity;
- “100” in the case of maximum possible inequality between men and women;
- “between 0 and 100” indicating the higher the number, the greater the inequality.

To explain the meaning of “the percentage of the maximum possible inequality” we can consider the example of horizontal segregation (area STEM) for students enrolled at the University of Bologna in 2018/19, students in the STEM area totalled 3,891 (equal to 26.8% of the total): 1,331 were women and 2,560 men. If perfect gender equity were to occur, as indicated in the following table, the 3,891 STEM students would be distributed to account for 26.8% of all male university students and for 26.8% of all female university students. Therefore, female STEM students should equal 2,192, i.e. 26.8% of the total 8,173 female enrolled. Similarly, male STEM students should be 1,699, i.e. 26.8% of 6,337 male enrolled.

In this case, the percentage of the maximum possible inequality achieved would be null and gender and area

(STEM / non-STEM) would be statistically independent.

On the other hand, if the highest possible inequality were manifested in relation to women, all 3,891 STEM students would be men and the inequality would be 100%. In the actual situation, however, the percentage of the maximum possible inequality came to 39%.

It should be noted that the overall numbers of women and men as well as of enrolled STEM and non-STEM in the three situations considered (effective distribution, perfect equity and maximum possible inequality) remain the same³².

32. The technique used refers to Cramér’s V index, which derives from the Chi-square calculation and measures the “intensity” of the statistical association between two variables. The percentage of the maximum possible inequality is the ratio between the Cramér’s V index calculated with respect to the actual data and the V index that would be obtained in the case of the highest possible gender inequality (i.e., if all STEM students, full professors, etc. were men).

More precisely, because there are two possible situations of maximum inequality (one for men, one for women), for the calculation of the score, we referred the maximum possible inequality in favour of the gender that actually benefited for the variable being analysed.

STUDENTS ENROLLED IN 1ST AND SINGLE CYCLE DEGREE PROGRAMMES – ACTUAL AND THEORICAL DISTRIBUTIONS BY SCIENTIFIC AREA AND GENDER – 2018/19

	Effective data			Perfect equity			Massima disuguaglianza possibile		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
absolute values									
STEM areas	1,331	2,560	3,891	2,192	1,699	3,891	-	3,891	3,891
other areas	6,842	3,777	10,619	5,981	4,638	10,619	8,173	2,446	10,619
TOTAL	8,173	6,337	14,510	8,173	6,337	14,510	8,173	6,337	14,510
percentage values									
STEM areas	16.3	40.4	26.8	26.8	26.8	26.8	-	61.4	26.8
other areas	83.7	59.6	73.2	73.2	73.2	73.2	100.0	38.6	73.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% of the maximum possible inequality		39			0			100	

Calculated for each aspect the percentage of the maximum possible inequality for male advantage, the measure of the *overall inequality for male advantage* (also expressed as a percentage) is obtained through the average value of these individual inequalities (where, in cases of female advantage, the inequality with masculine advantage is set equal to zero). Likewise, we obtain the *overall inequality for women*. The University Gender Inequality Index (UGII) at the Alma Mater is the sum of the two overall inequalities; it assumes values between 0 (perfect gender balance on all aspects) and 100 (maximum inequity possible, regardless of the gender favored in each aspect).

TABLE 12 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ISSUES (2018)








DOMAIN Issue	Percentage values (or average)		
	Women	Men	Total
INTERNAL ISSUES (ENDOGENOUS ASPECTS)			
EDUCATION			
1. Access to the University (<i>per 100 19-year-old students resident in Emilia-Romagna</i>)	44.0	31.4	37.5
2. Dropout rate at the end of year 1 (%) 	11.1	13.3	12.1
3. Continuation of studies after a first-cycle degree	58.0	67.1	62.0
4. Access to PhD programmes (<i>per 1,000 LM/LMCU graduates in Italy</i>)	3.3	5.0	4.0
HORIZONTAL SEGREGATION BY FIELD OF STUDY			
5. Degree programmes (%)	16.3	40.4	26.8
6. PhDs (%)	42.1	60.9	51.9
7. Professors (%)	37.8	44.2	41.6
ACADEMIC AND PROFESSIONAL CAREERS AT THE UNIVERSITY			
8. Full Professors (%)	16.1	31.0	25.0
9. Managers and High Profession Levels (%) 	5.7	7.5	6.3
RESEARCH			
10. Supervisors in charge of competitive research projects (<i>with scholarships</i>) (%)	14.5	17.9	16.6
11. Amount of funds for competitive research projects (%) 	44.7	52.9	50.0
12. Professors with a “good number” of publications (%)	44.1	48.4	46.7
INTERNATIONAL DIMENSION			
13. Study abroad - outgoing mobility (%)	4.8	3.3	4.2
14. Professors with international publications (%) 	49.7	52.8	51.5
GOVERNING BODIES AND TOP POSITIONS AT THE UNIVERSITY			
15. Members of Bodies – Students (<i>per 10,000 enrolees</i>)	1.9	8.2	4.7
16. Members of Bodies – Professors (%) 	3.8	3.5	3.6
17. Deans of School and Campus and Heads of Department (%) 	4.5	7.6	6.8
18. Members of Bodies – TA staff (<i>per 1,000 employees</i>) 	8.5	12.3	9.8

TABLE 12 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ISSUES (2018)

DOMAIN Issue	Percentage values (or average)		
	Women	Men	Total
EXTERNAL ISSUES (EXOGENOUS ASPECTS)			
SUCCESS IN STUDIES – Degree Programmes			
19. Awarding of credits (%)	75.8	69.8	73.1
20. Average marks on exams (%)	51.0	45.7	48.7
LABOUR MARKET FOR GRADUATES LM AND LMCU – 5 years after graduation			
21. Employment (%)	85.4	88.6	86.7
22. Use of the skills acquired with the degree (%)	48.5	53.2	50.4
23. Part-time employment (%) ⬇	21.8	8.3	16.1
24. Earnings over €1,500 net per month (%)	26.6	55.7	38.8
COMMITMENT TO CARE AND ASSISTANCE – TA staff			
25. Leave days for care and assistance (average) ⬇	2.7	1.1	2.1

⬇ Category with a negative value (indicating a potentially unfavourable situation): the favored gender is the one with the lowest (or average) percentage.

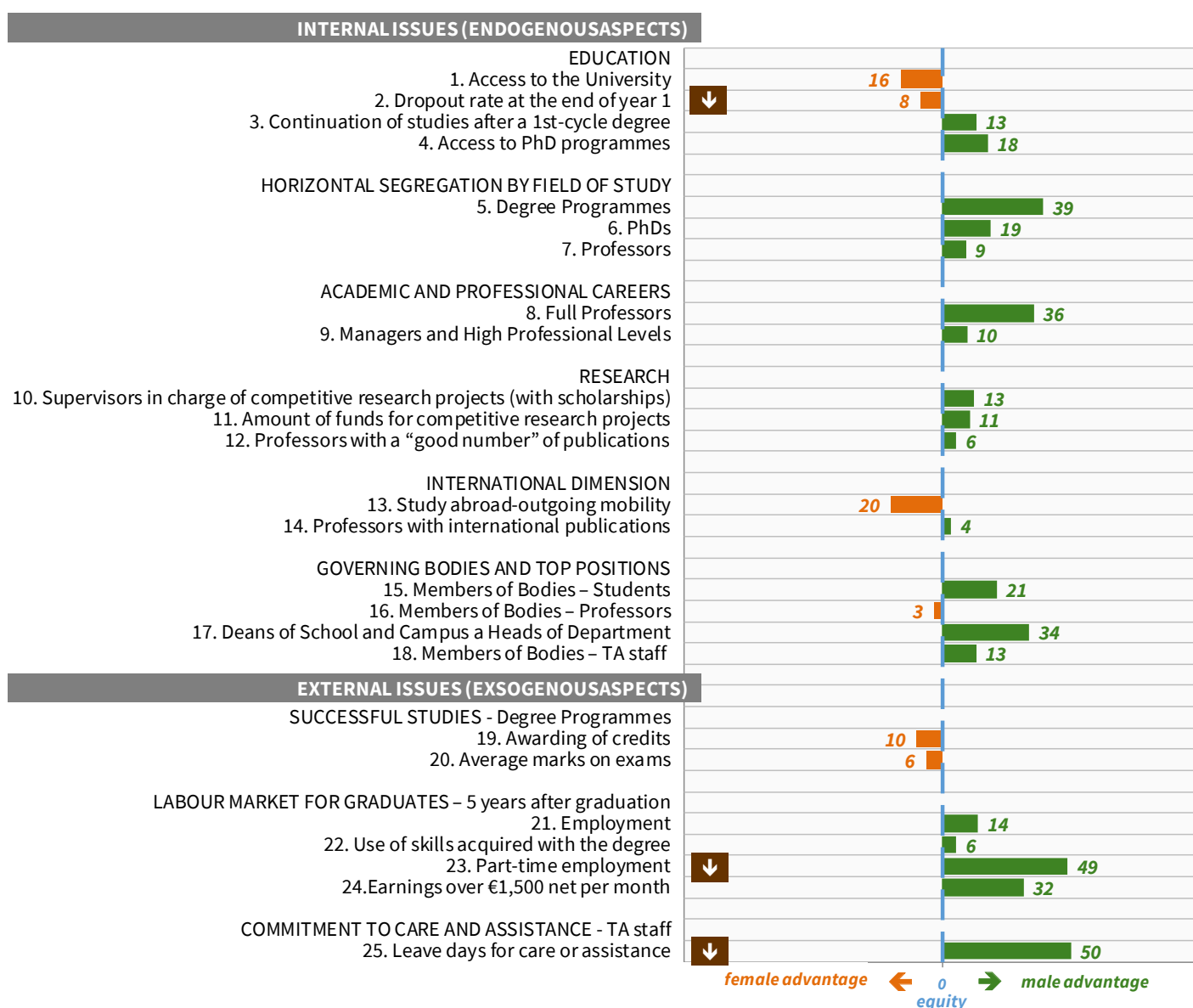
⊙ Statistically non-significant gender inequality.



5.2 POSITION OF THE UNIVERSITY OF BOLOGNA AS IT PERTAINS TO GENDER EQUALITY

The results for the 25 issues taken into consideration are shown as the percentage of the maximum possible inequality as well as UGII are shown in Fig. 35, while Fig. 36 shows the time series for the last four years, showing the comparison with national data (where available).

FIGURE 35 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2018): % OF MAXIMUM POSSIBLE INEQUALITY



↓ Category with negative value (indicating a potentially unfavourable situation).

In the early stages of their University careers at Alma Mater and, in general, within the Italian University system, females tend to invest more in their education than their male counterparts. The number of matriculations as a percentage of nineteen-year-olds resident in Emilia-Romagna is markedly higher for women than for men, with a female advantage equal to 16% of the maximum inequality possible (aspect 1). This tendency has remained stable over the past four years (2015/16 - 2018/19) and, as a result, Bologna reflects closely the situation within the Italian University system as a whole. Following matriculation, female students abandon their degree programme less readily than their male counterparts: 11.1% of females enrolled at the University of Bologna in 2017/18 dropped out at the end of the first year, compared with 13.3% of male students, with a female advantage equal to 8% of the maximum inequality possible (aspect 2). The positive picture for females is confirmed by their regular acquisition of credits (aspect 19) and their University exam scores (aspect 20), where for the 2017/18 cohort the advantage was equal to 10% and 6% respectively of the maximum theoretical inequality. Additionally, women participate more in foreign study programmes (aspect 13), with an advantage of 20%.

The position changes from the second cycle of University studies. Firstly, male graduates move on more frequently than females from their first cycle to enrolment for a second cycle degree programme (aspect 3); the difference (67% for men, 58% for women) corresponds to 13% of the maximum inequality. Here too, the result is not limited to Alma Mater, but reflects a national trend that has remained rather stable over the years.

The male advantage becomes even more evident when it comes to enrolment for PhD programme degree (aspect 4). Considering the available pool (for simplicity, second and single cycle graduates from the Italian University system in 2017), the frequency of access to PhD programme degrees (5.0 per 1,000, compared with 3.3) corresponds to 18% of the maximum inequality.

In relation to the domain of *horizontal segregation* – measured with reference to the distinction between STEM/non-STEM students – there is clear inequality: at the University of Bologna (students enrolled in 2018/19), 40.4 % of men students are STEM while only 16.3% of women are STEM, with the gender gap corresponding to 39% of the maximum possible (issue 5). Inequality by subject is also recognizable among PhD students (issue 6) and university professors (issue 7), but in these cases the differences are attenuated: in fact, inequality falls to 19% of the maximum possible value for PhDs and 9% for professors.

Also in reference to the domain of *academic/professional careers* at the University, there are inequalities tilted in men's favour, which, in this case, take the form of vertical segregation, since roles and positions reflect recognized hierarchical scales. In terms of full professors, 31% are among men and only 16% among women (issue 8); the resulting inequality, which is worth 36% of the maximum achievable gap, is common to the overall national university



system, showing signs of attenuation in recent years (Fig. 36). With reference to the TA staff, the presence of managers and employees in the 'high professional level' category (issue 9) is higher for men, but the degree of inequality is rather limited (10% of the theoretical maximum).

In the Research domain, gender differences are to the advantage of men, accounting for the 13% of the maximum possible for the allocation of funded research projects, (issue 10), the 11% for the same amount of funding (issue 11), and 6% for publications by teachers (issue 12).

The analysis of the *Academic Bodies and Executive Positions at the University of Bologna* domain is particularly interesting. In 2018, among the students of the University of Bologna, in the Bodies in which they are admitted (Student Council, Academic Senate and Board of Governors) overall, there are 30 men and only 9 women; this leads to a 59% inequality (issue 15). Since the gender ratio in 2017 was much more balanced (23 men against 18 women, with an inequality of 21%), this aspect contributes significantly to the change in the UGII index between 2017 and 2018.

Among professors, the gap involves the positions of School President, Campus President, and Head of Department - 34% of the maximum possible (issue 17), while members of university bodies (issue 16) shows a more balanced situation; but it is necessary to keep in mind that the total population of potential faculty members of university bodies is already predominantly male. Finally, for TA staff, inequality, even here skewed in men's favour, amounts to 13% of the maximum achievable (issue 18). It can therefore be concluded that, with regard to the possibility of reaching positions of responsibility within the University, gender equality is still quite far away.

Deep inequalities, in this case benefitting men, manifest themselves in the labour market and therefore concern issues that, in the context of a survey of university systems, we considered external to the University. For analysis purposes, we considered the employment status of graduates from 2nd and single-cycle degree programmes five years after graduation. The former students were interviewed in 2018. Among university graduates, men are more likely than women to be employed (14% of the highest possible inequality - issue 21) and, when employed, they tend to earn more (with a gender gap of 32% of the maximum theoretical inequality - issue 24). Moreover, part-time employment (issue 23) is, for the most part, the domain of women (involving 22% of female workers and only 8% of male workers, a gap equivalent to 49% of the maximum possible inequality). Only with regards to the use of the skills acquired at the University (issue 22), gender differences are limited, but also in this case, they remain tilted in men's favour. In fact, women are far more committed to contributing to the care and assistance of others than men are. In the context of the analysis of gender inequality for the University of Bologna, this issue is recognizable, in particular, via the number of leave days that TA staff took to provide care and assistance to others (issue 25).

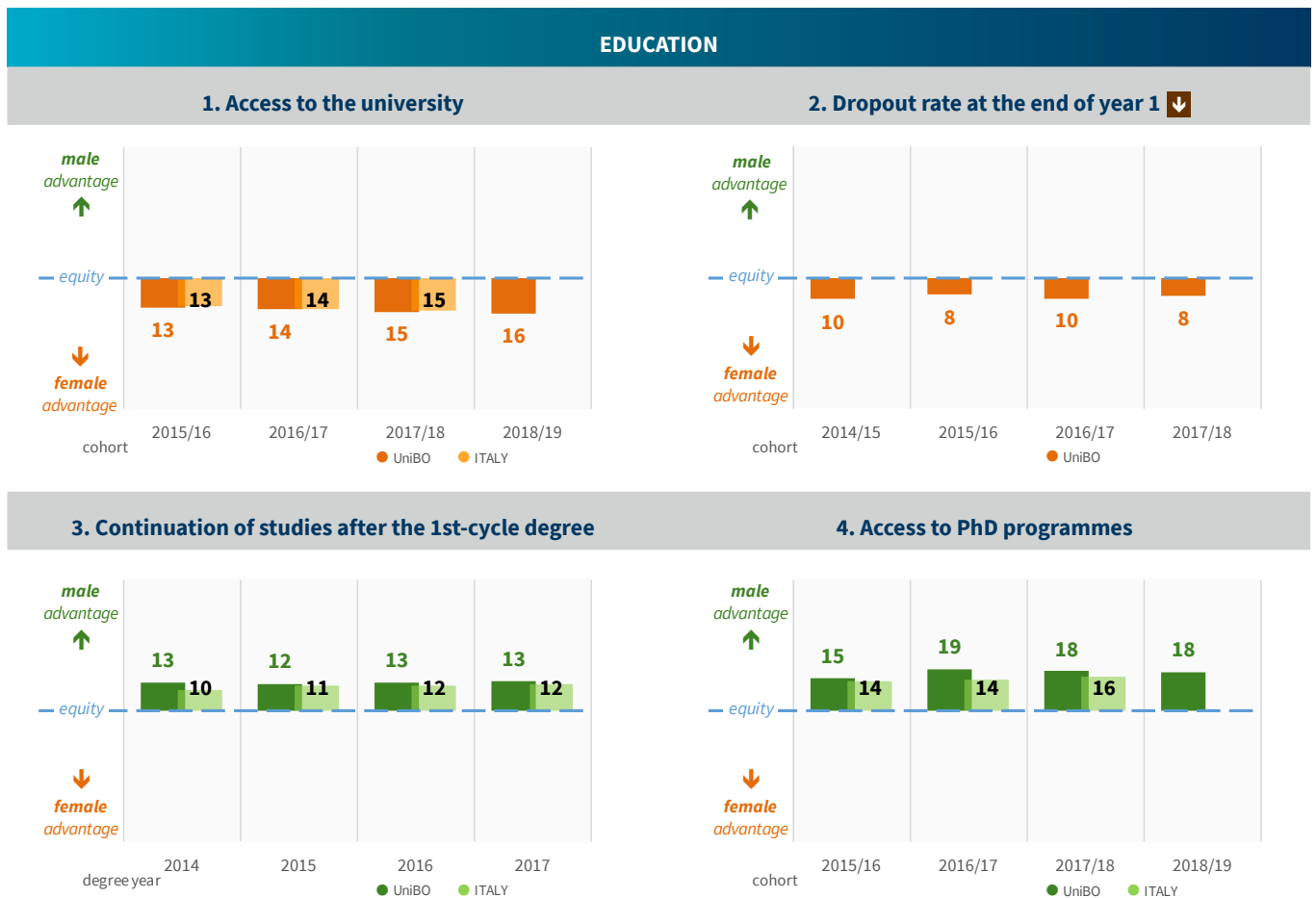


For women, the per capita days are more than twice the average for men, and the degree of inequality reaches 50% of the maximum possible value. Of course, this same form of disparity may not only concern TA staff, but also other members of the University community (professors and students) and may also impede other than-work activities, such as study.

On average, the results found for the 18 endogenous aspects considered in 2018 show that the University of Bologna has an overall male advantage equal to 15.7% of the theoretical maximum and an overall female advantage of 2.6%; the sum of the two advantages, being the summary UGII, indicates overall disparity of 18.3% of the maximum possible. This interrupts the downward trend in disparity that had lowered the UGII from 19.1% in 2015 to 16.0% in 2017, as shown in the last diagram of Fig. 36.

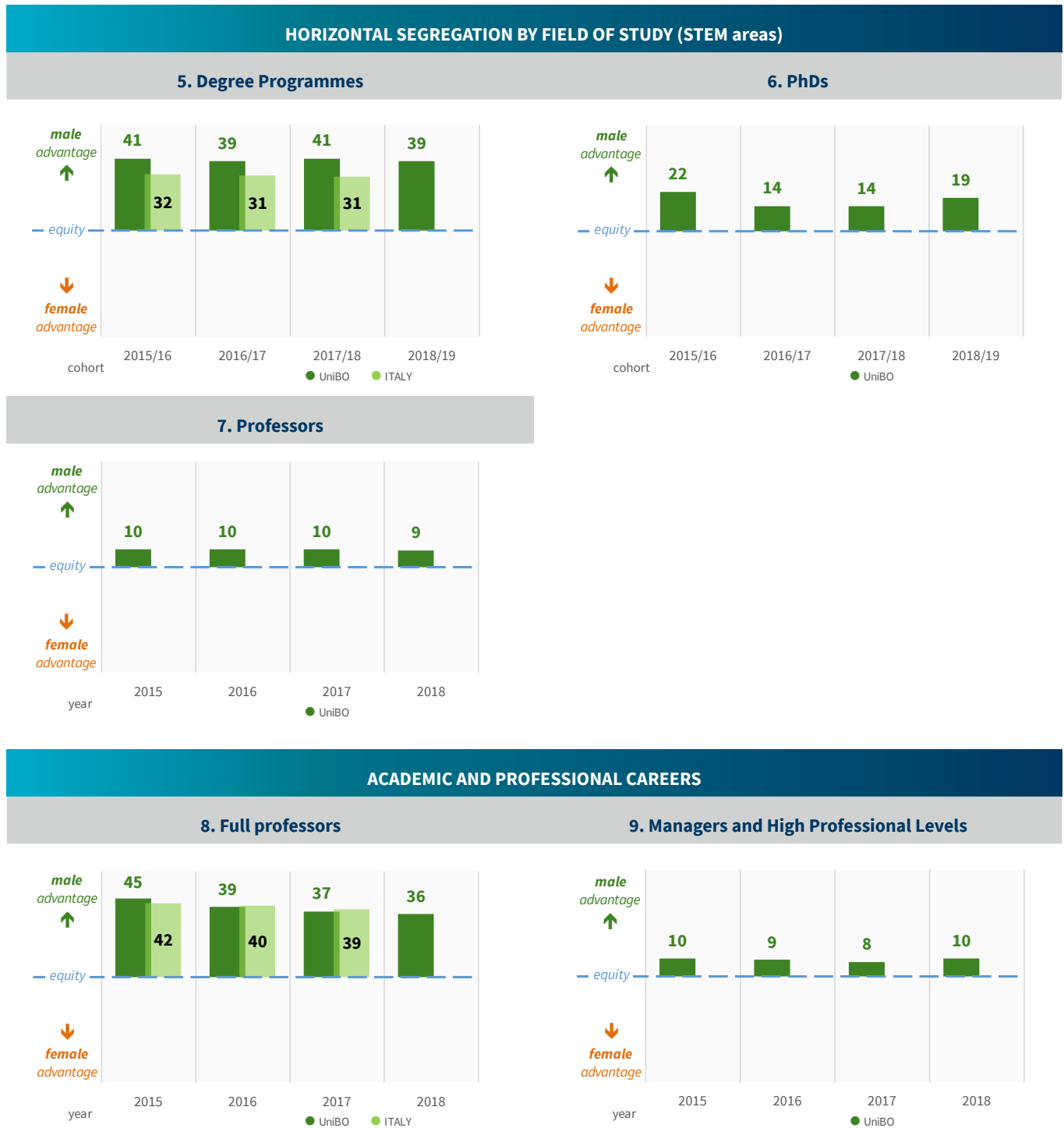
Notably, the deterioration found in 2018 compared with 2017 was almost entirely due to increased disparity in the student presence at the Student Council; in fact, had the related gender distribution remained unchanged in 2018, the overall disparity would have been 16.2%, or essentially the same as in 2017, with a small reduction in the male advantage – from 13.9% to 13.6% – and a slight increase in the female advantage – from 2.1% to 2.6%.

FIGURE 36 – % OF MAXIMUM POSSIBLE INEQUALITY: TIME SERIES AND A COMPARISON OF THE UNIVERSITY OF BOLOGNA AND ITALY ON SELECTED ISSUES



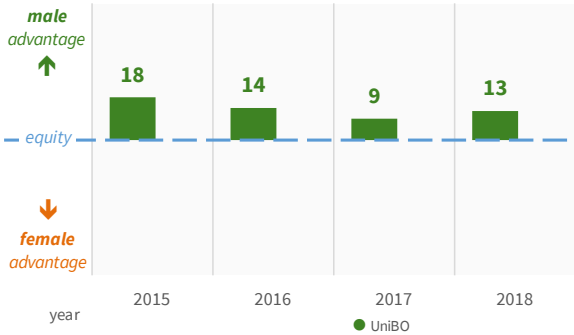
⬇️ Category with a **negative** value (indicating a potentially unfavourable situation).

FIGURE 36 – % OF MAXIMUM POSSIBLE INEQUALITY: TIME SERIES AND A COMPARISON OF THE UNIVERSITY OF BOLOGNA AND ITALY ON SELECTED ISSUES

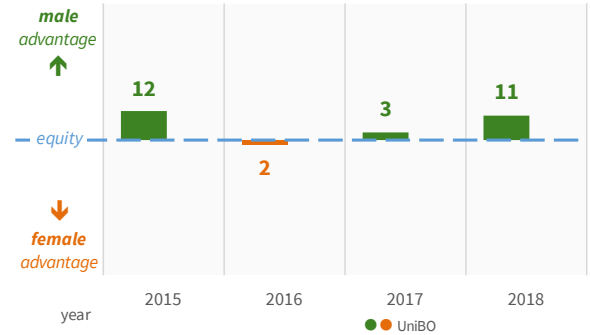


RESEARCH

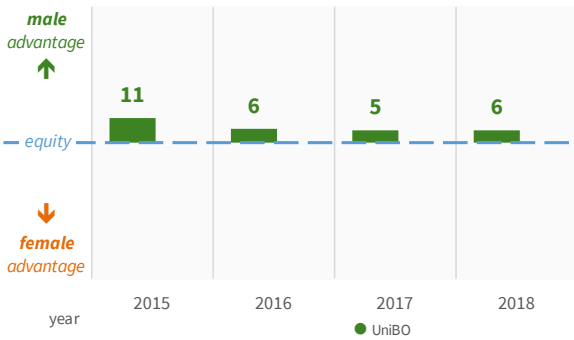
10. Supervisors in charge of competitive research project (with scholarships)



11. Amount of funds for competitive research projects

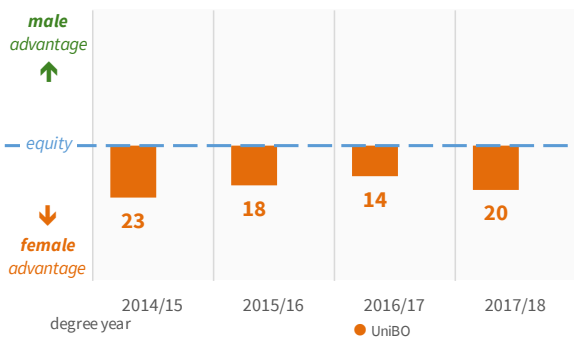


12. Professors with a “good number” of publications



INTERNATIONAL DIMENSION

13. Study abroad-outgoing mobility



14. Professors with international publications

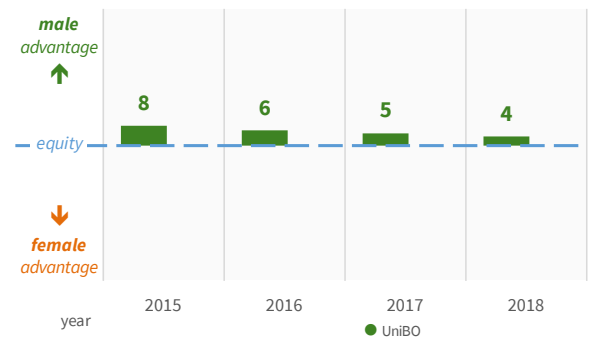
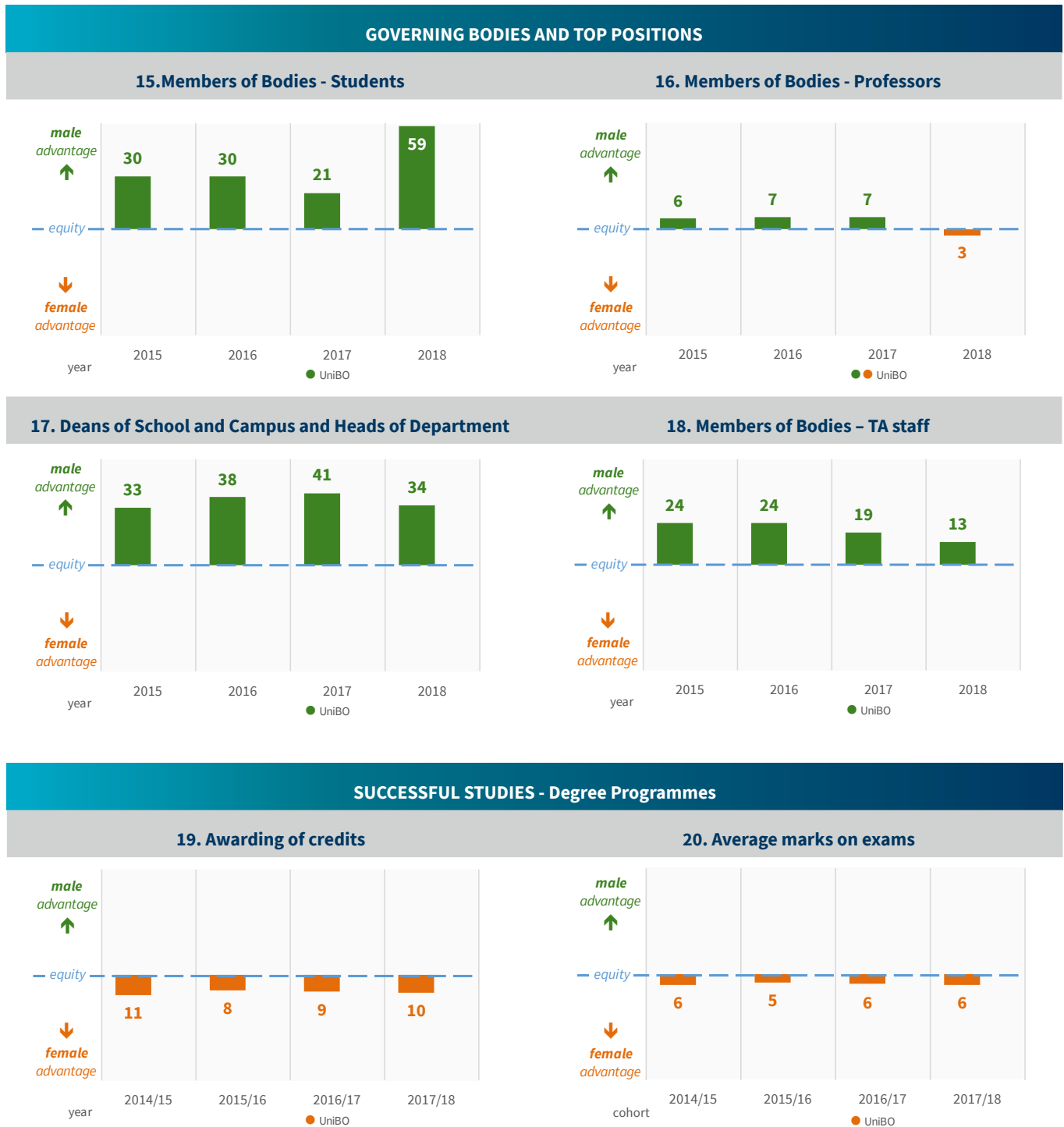
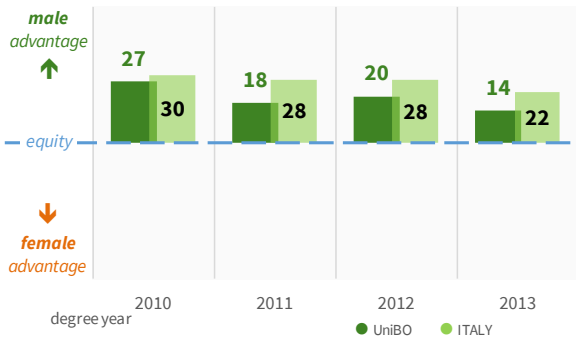


FIGURE 36 – % OF MAXIMUM POSSIBLE INEQUALITY: TIME SERIES AND A COMPARISON OF THE UNIVERSITY OF BOLOGNA AND ITALY ON SELECTED ISSUES

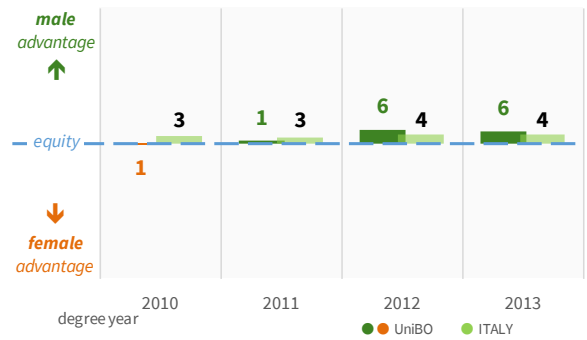


LABOUR MARKET FOR GRADUATES – 5 years after graduation

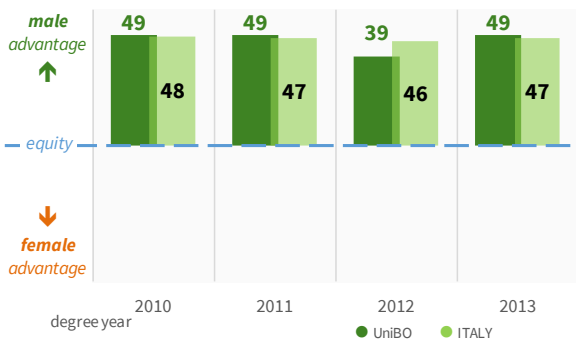
21. Employment



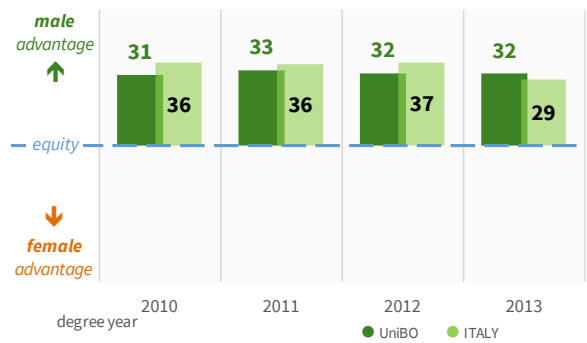
22. Use of skills acquired with the degree



23. Part-time employment

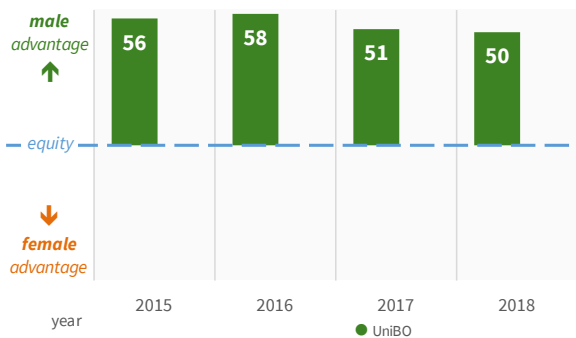


24. Earnings 5 years post degree (over €1,500 net per month)



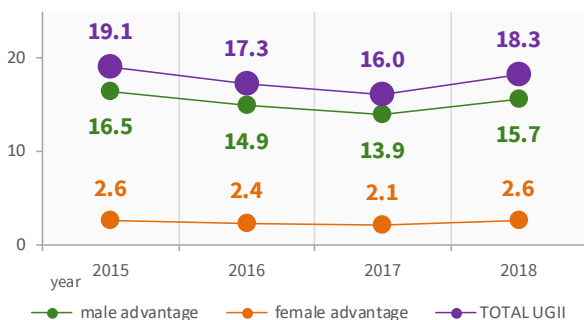
COMMITMENT TO CARE AND ASSISTANCE - TA staff

25. Leave days for care or assistance



Category with negative value (indicating a potentially unfavourable situation).

UGII



Source: ISTAT (Italian National Institute of Statistics), for data on the resident population; MIUR (Ministry of Education, University and Research) Open Data database, for other data referring to the national context.

CONCLUSIONS



FINAL REMARKS

by Chiara Elefante (Vice-Rector for Human Resources) and Rita Monticelli (Equal Opportunities Delegate)

We would like to start by considering briefly the relationship between universities and social commitment and the significance of academic work in favour of gender equality. Addressing this implies thinking about matters linked to the production and distribution of knowledge, including access and exclusion, in the relationship between global and 'local', between different identities that interact. It also means revisiting the concepts of knowledge, responsibility, authority and autonomy that underpin the relationship between universities and society. Knowledge cannot be separated from responsibility and the human, existential, interior thoughts of those who search for and produce it, requiring them to open up to what Adrienne Rich and Donna Haraway call the politics of location, the revelation of their biases. Academia today faces concrete choices. In the relationship between universities and society, the questions posed borrow from those already asked by Edward Said³³: what authority, what human standards, what type of identity and what ethics should direct and guide our studies, our education processes? Working on gender equality and supporting the related studies is not merely an important academic task, but also a social need that academia cannot and, indeed, does not wish to evade. We cannot feel ourselves intellectually free if we do not defend this knowledge, which extends beyond us and beyond the group to which we belong. This is an invitation not to consider situations inescapable, irreversible, dictated by some universal law, but rather as circumstances heavily dependent on the choices made by real men and women, on social reality at the time. And, as such, subject to deconstruction and review. In this sense, back in the 1970s Rich³⁴ asserted the need for women to look again at history with new eyes, to re-read the past in order to think of a future freed from both political and cultural oppression. The Gender Equality Report helps us to understand these relationships, revealing the complexities, difficulties, successes and objectives reached, while also indicating the road ahead. Mapping the academic reality of the University of Bologna in gender terms also includes addressing the relationship between academic responsibility and civil society, in terms of methodology, reciprocal commitment and the topics deemed relevant. The Gender Equality Report highlights the commitment of the CUG and the entire academic community, bringing together different groups of users and researchers drawn from all areas (TA staff, teachers and students) to ensure a multi-disciplinary approach, while also involving staff from different sectors of the University and a community that, strictly speaking, does not belong to the University. Consider, for example, two

cross-disciplinary sectors: research groups and degree programmes in gender and women's studies on the one hand and, on the other, those sectors of research, teaching, communication and internationalisation marked by an increasing number of domestic and international projects focused on gender equality, supported by groups of interdisciplinary experts dedicated to educating and building awareness about equal opportunities and gender equality. Choosing and supporting activities of the University of Bologna linked to gender studies, equal opportunities and cross-cultural dialogue not only means participating in social action, to tackle discrimination and rethink community and society, but also innovating, given that these studies are not heavily institutionalised or considered 'traditional'. The analysis of employee wellbeing exposes 'ancient' forms of inequality and unease, as well as new forms of discrimination linked to age, health, solitude and the absence of infrastructure enabling parents to work flexitime or access internal creche services. Other types of discrimination, without being exhaustive, involve new forms of poverty and inequality linked to ethnic origin (not necessarily or solely due to racism). Accordingly, when rethinking the concept of 'academic identity' and all components of the organisational structure, the need for equal opportunities is found to extend to the relations between individuals and groups, and to working conditions and social and private lives, as well as to access to, inclusion in and exclusion from these sectors, making gender matters an essential aspect of our academic reality and social life in general. As feminism has taught us, effective positive action can only be generated by rethinking the intersectionality between gender, 'race' and class as factors that are intrinsically linked, while it is also necessary to create transverse alliances between different men and women who strive for an academia (and society) that is more ethical and inclusive. Indeed, adopting 'an affirmative policy' against contemporary pessimism, as suggested by Rosi Braidotti³⁵, means no longer viewing communities as separate entities, but rather recognising each individual form of 'otherness' (e.g. gender, ethnic origin, sexual orientation). The challenges faced by Equal Opportunities require policies for the management and development of human resources founded on the construction of sense and identity, on the identification of shared values, which in turn means making a reciprocal effort to listen to and involve our employees. Together with this precious and necessary tool promoted by the CUG, in collaboration with many sectors, it is also necessary to dedicate additional critical-theoretical thought to the problems and matters that it raises, while also striving to increase the positive actions taken in favour of equality and fairness, starting with gender otherness. The mapping work carried out by the CUG and the IRT network has identified a large number of course units (or modules) on gender studies that also address LGBTQ+ and feminist topics, frequently

33. Said, Edward W., "Identity, Authority, and Freedom: The Potentate and the Traveler" *boundary 2*, Vol. 21, No. 3 (Autumn, 1994), pp. 1-18.

34. Rich, Adrienne, "When we Dead Awaken: Writing as Re-Vision", *College English*, Vol. 34, No. 1, Women, Writing and Teaching (Oct., 1972), pp. 18-30.

35. Braidotti, Rosi, *Per una politica affermativa. Itinerari etici*, Milano, Mimesis, 2017.

in a cross-cultural and interdisciplinary context. While everyone works harder to create greater synergies and more effective communications, we will also continue to support the local and international research projects that study these topics. Much has been done and much remains (on an ongoing basis) to be done. In particular, we believe it necessary to strengthen the support for LGBTQ+ concerns, monitor the existence of difficult working and study conditions caused by discrimination against gender and sexual orientation, and make the entire academic community aware that our vision of equal opportunities is not static. Education, research and careful and effective communications are all essential tools for achieving deep-rooted change.

ILO VIOLENCE AND HARASSMENT CONVENTION, 2019

by Silvana Cappuccio, Italian representative on the Board of the International Labour Organization – ILO

The 2018 Gender Equality Report of Alma Mater Studiorum - University of Bologna highlights the commitment of the University to promoting gender equal opportunity policies and combating discrimination in the workplace. The Report presents clearly, accurately and systematically the progress made and the issues still faced by the organisation, starting from the areas of inequality, and represents a valuable tool for assessing the effectiveness and efficiency of the actions taken.

The content of the five sections comprising the Report reflects many of the problems and trends found at a global level. For this reason, the Gender Equality Report of Alma Mater represents good practice in an international context, even in terms of implementing the UN 2030 Agenda SDGs: especially goal 5 to achieve gender equality and empower all women and girls, goal 8 to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, and goal 10 to reduce inequality within and among countries.

The text contains frequent reminders of phenomena encountered in numerous ILO studies on gender and socio-economic policy matters, including the most recent work.

The ILO report entitled “A quantum leap for gender equality: For a better future of work for all”, issued in March 2019, was the result of five years of study as part of the women and work initiative, promoted to mark the Centenary of the Organization. The study identifies a reality that remains difficult and strewn with obstacles for women and female workers, shows that the difference in the employment rates of men and women has fallen globally by less than two percentage points over the past 27 years, and highlights that the female employment rate in 2018 was still a full 26 percentage points lower than that of men. The ILO “Global wage report 2018/2019” analyses the wage data of the workforce in 73 countries, covering about 3.3 billion persons or 62% of the working-age population. Of these, 54% or 1.8 billion persons (760 million more than 25 years ago) are paid workers.

Despite greater global economic growth, mainly attributable to the rise in world trade, wages only increased by 1.8% in 2017, compared with 2.4% in 2016. This was one of the lowest percentage changes since 2008 and far below pre-crisis levels. This statistic includes wage progression in China; excluding that country, the rise would have been just 1.1%. The G20 countries are not immune from this trend, with an average increase of 0.9% in 2016 and 0.4% in 2017, and neither are the emerging and developing countries, where the growth rate fell from 4.9% to 4.3% in the same time frame.

Unfortunately, the ILO data excludes a significant component of the job market, given that the somewhat common situation of poor workers is not considered. These comprise at least 40% of the paid workers active in the global informal economy, the vast majority of whom are women.

The estimated percentage rises to 90% in the agricultural sector, which has the highest level of informal employment. The authors of the survey lament the major *gender pay gap* (GPG), which averages 20%. In truth, this percentage seems to be hugely underestimated when considered in the context of the above economic framework.

Already 68 years have passed since the adoption of the ILO Equal Remuneration Convention (100), which is one of the eight fundamental conventions that express the core human rights of workers and bind the international community to respect their precepts, which are peremptory norms. Minimal progress has been achieved during this time and researchers estimate that, at the current rate, at least another 50 years will be required to reach true wage equality.

For example, in Latin America and the Caribbean, the gap has shrunk by 12% but, even so, women continue to receive 25% less than their male colleagues. Although the job markets in the 73 countries considered have profoundly different characteristics, there are no factors that justify such a persistent GPG and differentials. Clearly, the regulatory measures and policies adopted to date are totally inadequate and the progress made has been insufficient. The industrialised, highest wage countries have the lowest GPG and they are also those where the gap is concentrated at the top end of the job market. In the emerging and developing countries, the greatest differences are found, by contrast, in the lower paid bands that employ more women.

Overall, in any case, women are over-represented everywhere in the least well paid productive sectors. In the OECD (Organisation for Economic Cooperation and Development) countries, women are numerically more prevalent in the health services, social work and the retail trade.

This is due to educational stereotypes and to imbalances and weaknesses in the care work sector, for which flexible hours are an important and necessary selection criterion. In fact, women have primary responsibility for care work in the home: global estimates, probably on the low side, identify that women dedicate 2.5 times more hours to this activity than men.

These factors ensure that, in general, there is widespread under-appreciation of the work of women. Men and women have different needs, conditions and career paths, as well as different life and work opportunities. They participate differently in the various decision-making processes. Policies must therefore respond to these differences, strengthening the welfare networks and enhancing collective bargaining to recognise fully the rights of female workers and their full integration in all areas of work.

Women are under-represented in managerial positions. While more numerous in the OECD countries, they still struggle to obtain 25% of the relevant jobs. Surprisingly, the 2018 Gender Equality Report of Alma Mater confirms the male advantage on University bodies, with 61% representation. In the majority of situations examined, women are better educated and earn less; on average, considering the same seniority and duties, paid work is carried out by women with a higher level of education. In practice, this means that women with a lower level of education are excluded from the job market or work for themselves.

Their remuneration is lower, even when the majority of the workforce concerned is female. The situation is adversely influenced by the greater concentration of females in part-time work, in the informal economy and in temporary jobs, as well as by the lack of regular work.

The gap identified in the Gender Equality Report of the University of Bologna, which is undoubtedly an excellent working environment, even in an international context, is consistent with the global picture. Female students experience disadvantages when seeking full-time work and negotiating salaries. They also face strong horizontal segregation by disciplinary area, especially with regard to the STEM subjects (Science, Technology, Engineering, Mathematics), as well as vertical segregation, with a glass ceiling that prevents many, too many female teachers from reaching the pinnacle of their academic careers. The evident “motherhood penalty”, applied even when joining the world of work, is also found in an international context. The wages of mothers are lower on average, frequently due to their need to take time off, work part-time or work reduced hours, as well as to discrimination, stereotypes etc. All this has a profound effect on exposure to the risk of poverty, with obvious implications for the pensions of women and their level of vulnerability when elderly. This is confirmed by an average pension gap of 37% in the countries of the European Union. Gender discrimination, whether direct or indirect, is pervasive, non-residual and accentuated among the disadvantaged, including disabled and indigenous persons, migrants and refugees.

Against such a complex and structured background and considering the imbalanced nature of gender inequalities, the entire international community - multilateral institutions, individual states, public and private authorities, social partners and civil society - must rethink its policies, decide, confirm and implement rigorously both old and new measures, combining them with action to ensure inclusion in the workplace and social justice.

The effectiveness of each policy will depend on the changes made to social norms and gender stereotypes. A transverse approach is needed, considering how deeply rooted the stereotypes are and the level of segregation as summary indicators of the obstacles existing both within and outside the workplace. Only detailed analysis, such as the work carried out by the team that prepared the Gender Equality Report of Alma Mater, including presentation of the innovative University Gender Inequality Index (UGII), can identify the underlying individual and collective factors and make possible concrete action for their elimination. Inequality and injustice can be overcome, it is just a question of choices.

An important step in this direction was taken on 21 June 2019 at the 108th international conference of the International Labour Organization (ILO), which celebrated the centenary of its foundation by adopting the Convention and Recommendation on violence and harassment in the world of work. This decision was historic because it represents the first international convention on this delicate matter, agreed as a result of the constant, heavy pressure on public opinion and the institutions exerted, especially in recent years, by trade unions and other local organisations active in the vast majority of countries around the world. The negotiations carried out during the two-year period 2018-2019 by governments and representatives of the social partners were truly complex and encountered many road blocks, raising doubts that agreement would be possible.

The three-way discussions held by the competent technical committee took into account the stories of seamstresses, domestics, street sellers and female survivors of blackmail and violence, as well as those for whom violence and harassment reflect the daily denial of their human dignity. Following lengthy discussion and debate, the search for consensus, the desire for dialogue and the ability of the parties to mediate their differences generated a text of considerable political and legal importance. The convention has political significance because, by this deed, the ILO - alone among the multilateral institutions - has reaffirmed its role in the definition and supervision of regulations. At the same time, the legal aspect is enriched by a new universal rule: “the right of everyone to a world of work free from violence and harassment”.

This recognises the right of all male and female workers to protection from violence and harassment, which are among the most complex and insidious phenomena afflicting the world of work, regardless of their contractual status and including all persons who work in the so-called informal economy. By adopting these rules, the international community has at long last translated into reality one of the most heartfelt aspirations of female workers.

The definition of violence and harassment as “unacceptable behaviours and practices” describes the nature of the problem and highlights the harm caused, be it physical, psychological, sexual or economic in nature. The legal coverage extends to the journeys made to and from work.

The right to collective bargaining is recognised as a crucial tool for putting a stop to gender violence. Mirroring the above rights, the Convention clarifies the responsibilities of all parties, governments, enterprises and workers, requiring all of them to commit to preventing and tackling violence and harassment.

These rules are consistent with a vision of a transformed world and society, giving hope for empowerment to millions of persons because they will improve living and working conditions considerably, especially for women. Trade unions will now launch targeted campaigns at national level to ensure that each country first ratifies and then implements the Convention, thus making the rules effective in practice. In the meantime, even prior to approval of the relevant laws, they intend to pressure enterprises and multinationals into implementing strong policies designed to combat gender violence within their supply chains.

This is an important step in the achievement of gender equality and equal pay for equal work, which are fundamental to the construction of democracy in the world and to sustainable development, as envisaged in the 2030 Agenda.





ANNEXES



ACRONYMS USED

A.A.	Academic Year
AdDU	Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna)
CEL	Foreign Language Instructors
CESIA	IT Systems and Services Division
CSGE	CSGE - Centro Studi sul Genere e l'Educazione (Centre for Studies on Gender and Education)
CUG	Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work
CUN	Consiglio Universitario Nazionale (National University Council)
D.L.	Decree Law
D.Lgs.	Legislative Decree
D.P.R.	Decree of the President of the Republic
DR	Rector's Decree
EC	European Commission – Commissione Europea
EU	European Union – Unione Europea
FP	Framework Programme
GEMMA	Erasmus Mundus Master's Degree in Women's and Gender Studies
H2020	Horizon 2020
IRT	Integrated Research Team
LGBTI	Lesbians, Gay, Bisexual, Transgender and Intersexual
METRA	Centre for Interdisciplinary Studies on Language Mediation and Translation by and for Young Adults
PhD	Doctor of Philosophy
RTD	Fixed-term Assistant Professor
RTDa	Junior Fixed-term Assistant Professor
RTDb	Senior Fixed-term Assistant Professor
RTI	Senior Assistant Professor
SSD	Subject Groups
STEM	Science, Technology, Engineering and Mathematics
TA STAFF	Technical and Administrative Staff
VRA	Valutazione della Ricerca in Ateneo (University Research Evaluation)
WiTEC	Women in Science, Technology, Engineering and Mathematics (STEM)

CORRESPONDENCE TABLES WITH INTERNATIONAL CLASSIFICATIONS

TABLE OF CORRESPONDENCE BETWEEN SSD, CUN AREAS AND CLASSIFICATION ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013)*		
SSD	CUN Subject Code	ISCED Classification (1st level – Broad Field)**
INF/01	Area 01 – Mathematical and Computer Sciences	6 – Information and Communication Technologies
MAT/01 – MAT/09		5 – Natural sciences, mathematics and statistics
FIS/01 – FIS/08	Area 02 – Physical Sciences	5 – Natural sciences, mathematics and statistics
CHIM/01 – CHIM/12	Area 03 – Chemical Sciences	5 – Natural sciences, mathematics and statistics
GEO/01 – GEO/12	Area 04 – Earth Sciences	5 – Natural sciences, mathematics and statistics
BIO/01 – BIO/19	Area 05 – Biological Sciences	5 – Natural sciences, mathematics and statistics
MED/01 – MED/50	Area 06 – Medical Sciences	9 – Health and welfare
AGR/01 – AGR/20	Area 07 – Agricultural and Veterinary Sciences	8 – Agriculture, forestry, fisheries and veterinary
VET/01 – VET/10		8 – Agriculture, forestry, fisheries and veterinary
ICAR/01 – ICAR/22	Area 08 – Civil Engineering and Architecture	7 – Engineering, manufacturing and construction
ING-IND/01 – ING-IND/35	Area 09 – Industrial and Information Engineering	7 – Engineering, manufacturing and construction
ING-INF/01 – ING-INF/07		7 – Engineering, manufacturing and construction
L-ANT/01 – L-ANT/10	Area 10 – Antiquity, Philological-Literary and Historical-Artistic Studies	2 – Arts and humanities
L-ART/01 – L-ART/08		2 – Arts and humanities
L-FIL-LET/01 – L-FIL-LET/15		2 – Arts and humanities
L-LIN/01 – L-LIN/21		2 – Arts and humanities
L-OR/01 – L-OR/23		2 – Arts and humanities
M-DEA/01 – M-DEA/01		3 – Social sciences, journalism and information
M-EDF/01 – M-EDF/02		9 – Health and welfare
M-FIL/01 – M-FIL/08	Area 11 – Historic, Philosophical, Pedagogical and Psychological Studies	2 – Arts and humanities
M-GGR/01 – M-GGR/02		3 – Social sciences, journalism and information
M-PED/01 – M-PED/04		1 – Education
M-PSI/01 – M-PSI/08		3 – Social sciences, journalism and information
M-STO/01 – M-STO/09		2 – Arts and humanities
IUS/01 – IUS/21	Area 12 – Legal Sciences	4 – Business, administration and law
SECS-P/01 – SECS-P/04 e SECS-P/06 – SECS-P/13	Area 13 – Economics and Statistics	4 – Business, administration and law
SECS-P/05	Area 14 – Political and Social Sciences	5 – Natural sciences, mathematics and statistics
SECS-S/01 – SECS-S/06		5 – Natural sciences, mathematics and statistics
SPS/01 – SPS/14		3 – Social sciences, journalism and information

* UNESCO, ISCED Fields of Education and Training 2013 (ISCED-F 2013) – Manual to accompany the International Standard Classification of Education 2011, Montreal, 2014.

** The disciplines related to ISCED categories 5, 6 and 7 are considered STEM.

TABLE OF CORRESPONDENCE BETWEEN RESEARCH STAFF ROLES AND CLASSIFICATION OF THE "SHE FIGURES" REPORT*

Grade	National classification
A	Full Professor
B	Associate Professor
C	Assistant Professor
D	Research Fellow

* EU – Directorate-General for Research and Innovation (2019), *She Figures 2018*, European Commission, Brussels.

TABLE OF CORRESPONDENCE OF MALE AND FEMALE UNDERGRAD AND PHD STUDENTS AND LEVEL IN INTERNATIONAL STANDARD EDUCATION CLASSIFICATION (ISCED 2011)*

ISCED 2011 classification (levels 6-8)	National classification
ISCED 6	1st cycle degree undergraduate student
ISCED 7	2nd cycle degree and single-cycle degree student
ISCED 8	PhD student

* <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

TABLE OF CORRESPONDANCE OF TA STAFF QUALIFICATIONS IN THE COLLECTIVE LABOUR AGREEMENT OF THE UNIVERSITY SECTOR AND CLASSIFICATIONS USED FOR ISCED97 STATISTICS*

ISCED 97 level 5 and 6 classification	Classification in the Italian collective labour contract for universities
Maintenance and Operations Personnel	Cat. B
School Level Administrative Personnel – Level I**	Cat. C
School Level Administrative Personnel – Level II**	Cat. D
School Level Administrative Personnel – Level III**	Cat. EP
School Level Management	Dirigente

* UNESCO-UIS – UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (2006), International Standard Classification of Education ISCED 1997, Montreal, Canada.

** Levels I, II, III, not included in the ISCED classification, have been added to distinguish the different categories.

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Gender Equality Annual Report prepared by:

Alma Mater Studiorum – Università di Bologna

Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG

Alma Mater Studiorum - Università di Bologna | Finance and Subsidiaries Division

Editing and graphic design:

Alma Mater Studiorum - Università di Bologna | ARTEC - Industrial Relations, Third Mission and

Communications Division - Communication Sector Institutional Communication Office

Photos:

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